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ABSTRACT

A continuation of a report (EC 004 818) presents appended case studies of 15 children involved in a residential school program for the multiply handicapped blind. Each study provides information and developmental history, medical data, personal hygiene, eating habits, physical development, psychological adjustment, object recognition, classroom performance, placement recommendation, and a psychological evaluation. Each study is accompanied by tables of performance. (JM)

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FINAL REPORT

Project No. D-071

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VOLUME II

DEVELOPMENT OF A RESIDENTIAL EDUCATION PROGRAM FOR EMOTIONALLY DEPRIVED PSEUDO-RETARDED BLIND CHILDREN

May 1967

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CHILD A

DEVELOPMENTAL HISTORY

A, a boy, was the second born of triplets and the only one to survive. His birth weight was 2 lbs. 12 oz. He remained in an incubator with oxygen for two and one-half months. Periods of apnea and cyanosis are reported during this time. He smiled at six to seven months, sat alone at fifteen months, and was able to stand holding on at eighteen months. He was not walking at five and one-half years. At twenty months he said "Dada" and "no, no".

At seventeen months he was hospitalized for diarrhea and anemia and was given a blood transfusion. Beginning at nineteen to twenty months he screamed and banged his head much of the time. He also began having foul smelling, bulky stools, and stopped talking. He was seen at the University of Oregon Medical School at age thirty-two months. They recommended that he be tested for fibrocystic disease of the pancreas. The records shown no follow-through on the test. Psychological testing at that time estimated an SQ of 34.

A was the second child in the family. He had a sister older and one younger, who appeared to be normally developing children. By the time A was three, both the mother and father were in poor health, and upon the advice of their physician decided to place the child in the home for retarded children. Until he could be admitted he was placed in a nursing home. At age five and one-half his parents applied for his admission to the Demonstration Program at the Oregon School for the Blind, after consultation with the doctor and social worker. They also requested that he remain on the rolls of the home for the retarded if he failed to make sufficient progress to be admitted to the school classes.

MEDICAL

Examination at the University of Oregon Medical School showed that A had no gross neurological disorder, was blind due to Retrolental fibroplasia associated with three months in an incubator, and that he had no light perception (questionable due to uncooperative attitude), and was severely retarded. Estimates of intellectual functioning measured on the Maxfield-Bucholz adaptation for the blind of the social maturity scale, show ten months progress, approximately, during the two year period between tests. The conclusion of the report reads: "During the present evaluation A demonstrated an ability to leave the familiar person he was with, explore the new environment, and become involved in his own play, all of which were absent on his previous visit. However, he still has no words for communication, will not interact with others, has little organized play, and would not part with a toy. He seems to be performing most adequately in the areas of eating and locomotion and most poorly in interaction with others, and communication."

His hearing was tested and considered normal. Speech therapy was recommended and carried out by students from the Oregon College of Education. The students were able to be here for a very brief time and several students did the work which was not a very satisfactory arrangement.

PERSONAL HYGIENE

A can now wash with help and supervision, push his arms through sleeves and help in dressing. When he came he could raise buttocks when being diapered, but this was the only self-help observed, other than pulling off shoes and socks. He can unzip and take off his coat, but cannot start the zipper or put it on independently. He is partially toilet trained. (See Appendix D, D-C-2-A

EATING

When A first came he was fed in a high chair. He had been accustomed to pureed food and could not drink alone from a cup. He now feeds himself with fork and spoon and drinks independently. When hungry he will go and sit at the table expectantly, but he does not ask for food. He sometimes gets up from his chair and gets another child's food and takes it to his own place and eats it. (See Appendix D, D-C-16-A

PHYSICAL DEVELOPMENT

A could not walk alone when he came, but could walk on his toes if held by the hand. He usually scooted around the floor. Within two months he could walk alone inside the house. Now he walks and runs independently but needs supervision to get to his destination. He has a wide-based gait and puts his heel down most of the time. He can go in and out of the house, opening both house and screen door by turning the handle. He goes up and down stairs if there is a wall or railing, but still puts both feet on the step. (See Appendix D, D-C-29-A

PSYCHOLOGICAL ADJUSTMENT

A was very fearful in new situations but from the first showed a strong exploratory drive. He is affectionate and likes to tease. At first his play was solitary in one part of the house. By the end of the program he made an effort to join other children, but was not welcomed by them. He related most strongly to toys or small objects, searching for the one he wanted, and screaming and banging his head when frustrated in getting it. He can sometimes be persuaded to substitute another object, but not always. He shows pleasure appropriately on occasion. (See Appendix D, D-C-20-A

OBJECT RECOGNITION

Since A has no speech this must be judged by pre-verbal means. He developed ways of playing with objects that seemed to indicate that he knew what might be expected of them. He put small cans inside larger ones, screwed caps on bottles, drank out of cups, etc. He could use a bar of soap to wash his hands, but he also liked to put his foot on it and skate across the floor. (See Appendix D,

CLASSROOM PERFORMANCE

Because A had no speech and did not function in a group, he was rarely in a classroom. In the residential situation staff members and volunteers tried to associate words with objects, the parts of his body and to teach him to follow simple commands. He could whistle, play "patty-cake", turn on or off the light. He used "No" a few times meaningfully, as when he did not want to go with his parents on one visit.

RECOMMENDATION FOR PLACEMENT

A had shown progress in that he had learned to walk, feed himself and adjust to new experiences. He had not progressed sufficiently to be in a classroom. Therefore at the end of this program he would have to return to the home for the retarded.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL

December 6, 1966

Child A was referred by the School for the Blind for an evaluation of his present level of social and intellectual functioning. He had been seen by Child Psychology two years ago during his first year in the school's new program for multi-impaired children. Child A is the sole survivor of premature triplets and it is thought his blindness resulted from retrolental fibroplasia. On the previous visit he obtained a social age of 16 months on the Vineland and a social age of 22.5 months on the Maxfield-Buchholz adaptation for the blind. No formal intellectual evaluation could be given.

A was observed as he entered the waiting room with Mrs. D from the School for the Blind. It was noted that he was able to immediately leave her and explore the room. He walked across the room with his arms constantly moving and soon found a table with some toys. After finding a plastic pitcher that interested him, he sat on the floor and became completely absorbed in his play which consisted of mouthing and banging the toy.

Child A paid no attention to the examiner's entry into the room and did not respond to a verbal request to come with him. However, when the examiner firmly took hold of A's hand and told him to come, he did so without making a fuss, walked down the hall and was able to seat himself in a chair once the examiner put his hand on it. A sat in the chair while exploring the table in front of him. During this time the examiner attempted to elicit an appropriate response to a verbal request without success. A would not point to parts of his body, give any indication whether he knew whether he was a boy or girl, or stack blocks. As soon as A came in contact with the blocks he began putting them in his mouth and then threw them on the floor. There was no attempt to use them in an organized way. When given a metal cup he explored it thoroughly and then seemed to comply with a request to drink from it. He became very excited when a bell was rung and he wildly reached out for it. Once the bell was obtained he became completely absorbed in his own play with the cup and bell and was not even bothered by the examiner leaving the room.

An interview with Mrs. D confirmed the fact that A does not use any words for verbal communication. This may account in part, for his lack of social interaction with others. This child's typical response to frustration was observed when the cup he was playing with rolled under the table. He searched for it without success and then broke into a rage and began screaming. After this he would not let go of the cup and rather than set it down while taking his coat off, he pulled the coat off with his teeth. At the end of the session he wouldn't exchange his toy for a cookie and so it had to be taken away forcibly which caused a further outbreak. No formal IQ testing was done because of this child's unresponsiveness to commands.

As part of the interview, the Vineland Social Maturity Scale and the Maxfield-Buchholz adaptation for the blind were completed. A received a social age of 33 months on the blind scale. This indicates approximately 10 months progress in the last two years. However, the results of the social maturity scales should be regarded as estimates since there were some items which the informant was unable to give information about and there were some areas where A has had virtually no opportunity to learn: i.e. using stairs, buttons, scissors and crayons, or unwrapping candy. Also many things are done for him which are part of the institution's routine (such as brushing his teeth) which he may be able to do for himself.

Mrs. D did report that A is able to follow certain commands when given in the context of the normal routine of the school: i.e. "Come eat," "Come on let's go," "Let's go change diaper," or "Let's play with roller skates."

During the present evaluation A demonstrated an ability to leave the familiar person he was with, explore the new environment, and become involved in his own play, all of which were absent on his previous visit. However, he still has no words for communication, will not interact with others, has little organized play, and would not part with a toy. He seems to be performing most adequately in the areas of eating and locomotion and most poorly in interaction with others and communication.

Russell Jackson, M. S.
Intern in Medical Psychology

Frederick H. Kanfer, Ph.D.
Professor in Medical Psychology/cw

NAME A

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name staff Title Date May, 1967
1. Hold hands under water in basin					X
2. Rub hands together under water					X
3. Reach for soap and rub it on hands					
4. Turn on water faucet					
5. Turn off water faucet					
6. Wash and rinse hands					
7. Rub hands on towel in any fashion					X
8. Dry hands on towel					X
9. Reach for towel					
10. Get towel and use					
11. Wash hands if reminded to do so					
12. Wash hands without reminder					
13. Wash and dry hands without reminder					

NAME A

I. PERSONAL HYGIENE cont.

A. WASHING

Child can: Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
14. Put towel (paper) in wastebasket					
15. Hang towel on rack after using					
16. Wash part of face with hands					
17. Wash part of face with washcloth handed him					X
18. Wash whole face with washcloth handed him					
19. Dip washcloth in water and wash face					
20. Wring washcloth and wash					
21. Wash neck					
22. Wash ears and area just behind ears					
23. Wash arms					

NAME A

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can: Rated by:	Name Staff Title Date Oct, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub					X
5. Help use washcloth					
6. Help use soap and washcloth					
7. Wash self with verbal directions					
8. Wash self adequately without direction					
9. Wash with help in shower					
10. Wash self independently in shower					
11. Help dry part of self					
12. Help dry whole of self					
13. Dry self independently					
14. Put soiled towel in designated place					
15. Clean tub after bathing					

NAME A

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Staff Title Date Oct. 1966	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Cooperate in having teeth brushed	X				
2. Help brush teeth					
3. Spit out toothpaste and water					X
4. Brush teeth independently					
5. Put toothpaste on brush adequately					
6. Rinse teeth and mouth independently					
7. Wash toothbrush					
8. Put toothbrush in proper place					
9. Find own toothbrush					
10. Put cap on toothpaste tube					
11. Put toothpaste tube in designated place					
12. Care for teeth without verbal reminder					

NAME A

I. PERSONAL HYGIENE cont.

D. HAIR CARE

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Brush hair					
2. Comb hair					
3. Part hair					
4. Cooperate in shampoo of hair					X
5. Help shampoo hair					
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose					
2. Help wipe nose					
3. Help blow nose					
4. Blow nose when handed tissue or handkerchief					
5. Put used tissue in wastebasket					

NAME A

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Child Can: Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
6. Put handkerchief in pocket					
7. Get tissue from designated place					
8. Get, use, and put away used tissue or handkerchief					
9. Perform #8 quietly and quickly					
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes					X
2. Cooperate in using toilet for b.m.					X
3. Cooperate in using toilet for urine (sitting)					X
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet					
6. Pull clothing down to use toilet					
7. Pull clothing up after use of toilet					
8. Unfasten snap on clothing					

NAME A.

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Unbutton clothing					
10. Zipper clothing (jeans or slacks)					
11. Fasten front snap on jeans					
12. Fasten front button on jeans or slacks (girls)					
13. Fasten side zipper and button or snap					
14. Buckle belt					
15. Use toilet paper with help					
16. Use toilet paper when reminded					
17. Use toilet paper independently					
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME A

I. PERSONAL HYGIENE cont.

G. Sanitary Equipment cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME A

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Nov. 1964	Name Title Date	Name Title Date	Name Date Title	Name Title Date
1. Take off underpants					
2. Take off jeans or slacks (if unfastened)					
3. Take off jeans or slacks independently					
4. Take off T shirt					
5. Take off shirt if unfastened					
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on					
9. Untie and take off shoes					
10. Take off dress if unfastened					
11. Unfasten and take off dress (front buttons)					
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					
14. Unzipper and take off dress (back zipper)					

NAME A

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Take off slip					
16. Take off sweater (slip over)					
17. Take off buttoned sweater or jacket					
18. Unzipper and take off jacket or sweater					X
19. Hang jacket or coat on hook anyway					
20. Hang jacket or coat on hook by hood					
21. Hang jacket or coat on hook by armhole					
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee					
25. Pull up shorts or panties if above feet					
26. Put on undershorts or panties if handed garment					
27. Pick up and put on undershorts or panties from pile of clothing laid ready					

NAME A

I. **PERSONAL HYGIENE cont.**

I. **Dressing cont.**

Child Can:

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name D Title Counselor Date August 1966	Name Title Date
28. Identify back from front of undershorts or panties					
29. Put on undershorts or panties correctly					
30. Cooperate in putting on undershirt				X	
31. Put on undershirt if handed garment					
32. Pick up and put on undershirt from pile of clothing laid ready					
33. Identify back from front of undershirt					
34. Put on undershirt correctly with verbal direction					
35. Put on undershirt correctly and independently					
FOR GIRLS ONLY 36. Cooperate in putting on slip					
37. Put slip on if handed garment					
38. Pick up and put on slip from pile of clothing laid ready					
39. Identify back from front of slip					

NAME A

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40. Put on slip correctly with verbal direction					
41. Put on slip correctly and independently					
42. Cooperate in putting on a dress					
43. Put on a dress if handed garment					
44. Pick up and put on a dress from a pile of clothing laid ready					
45. Identify back from front of a dress					
46. Put on a dress correctly with verbal directions					
47. Put on a dress correctly and independently					
48. Fasten a dress which zips in front					
49. Fasten a dress which buttons in front					
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME A

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Name Title Date	Name Title Date	Name Title Date	Name D Title Counselor Date August, 1966	Name Title Date
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers				X	
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME A

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 14 67
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks					X
71. Pull up sock that has been put over toes					X
72. Put on sock if handed to him					
73. Pick up and put on sock					
74. Turn sock so heel is in correct position					
75. Put on socks correctly and independently					
76. Cooperate in putting on shoes					X
77. Put on shoes with verbal direction					
78. Put shoe on correct foot independently					
79. Pull laces tight in shoe					
80. Cross laces to begin tie					
81. Tie simple knot					
82. Tie bow knot					

NAME A

II.

A. EATING AND TABLE SKILLS

Child Can:

Rated By:	Name Staff Title Date Oct. 1944	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Find place at table					
2. Sit down at table with help					X
3. Sit down at table without help					X
4. Sit quietly for part of meal with supervision					X
5. Sit quietly for all of meal with supervision					
6. Sit quietly for all of meal					
7. Can feed self somehow					X
8. Eat food only with fingers					
9. Eat some foods with fingers					X
10. Eat without undue persuasion					X
11. Eat only soft foods	X				
12. Chew food partially					X
13. Chew food well					
14. Eat only a few foods					X

NAME A

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Eat most foods					X
16. Eat whatever is offered					
17. Use spoon with help					X
18. Use spoon independently					X
19. Use fork					X
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					X
24. Drink from cup alone					X
25. Drink from glass					
26. Leave napkin on					
27. Use napkin with help					
28. Use napkin when reminded					

NAME A

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 447
29. Use napkin without reminder					
30. Fold napkin					
31. Eat without spilling on floor					
32. Eat without spilling on table					
33. Use bread or finger for "pusher"					
34. Request seconds					X
35. Ask for seconds quietly					
36. Wait quietly for service					
37. Raise hand for service					
38. Say please					
39. Say thank you					
40. Maintain good posture					
41. Wait patiently until excused					

NAME A

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					
43. Refrain from improper noises					
44. Wash after eating with help					X
45. Wash after eating with reminder					
46. Wash after eating independently					
47. Use appropriate silverware					
48. Pass bowl of cookies					
49. Pass plate of dry food					
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME A

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home					
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					X
8. Can explain reason for crying					
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.					

NAME A

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
14. Giggles when nothing seems funny to observer					X
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					X
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					X
23. Throws tantrums					X
24. Seeks protection from adults					
25. Seeks affection from adults					X

NAME A

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home					
7. Is eager to go home, but does not cry					
8. Displays little emotion about visits home					X
9. Is well adjusted to school-home changes					

NAME A

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child: Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Approaches other children with hostile intent					X
2. Rejects friendly approach of other child					
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns					
6. Takes playthings away from others					X
7. Takes food away from others					X
8. Tries to play with others					X
9. Is rejected by others in informal play					X
10. Is accepted by others in informal play					
11. Remains near group but does not participate					X
12. Avoids other children in informal play					
13. Can carry on a conversation					
14. Initiates conversation					

D- C-23-A

NAME A

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
15. Answers questions asked by another child					
16. Answers questions asked by adults					
17. Repeats words or phrases said by another					
18. Uses nonsense and made-up words					
19. Shows affection for some adults					X
20. Shows affection for some other children					
21. Asks about absent or ill child					
22. Says he dislikes a certain child					
23. Says he dislikes a certain adult					
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults					
26. Seeks acceptance from peers					
27. Seeks protection from adults					
28. Seeks to play with child of either sex					

NAME A

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
29. Seeks to play with child of same sex					
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way					X
32. Is courteous to adults					
33. Is considerate of other children					
34. Enjoys "rough" play					X
35. Cooperates for reward					
36. Cooperates for praise					
37. Joins peers in common cause					
38. Shows strong self-assertion					
39. Is self-confident (less self-assertive)					
40. Tattles					
41. Knows honesty, but is not always honest					

NAME A

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Shows self-control					
43. Bites nails					
44. Has a short attention span					X
45. Is noisy					X
46. Is developing a sense of humor					
47. Understands the meaning of responsibility					
48. Respects the rights of others					
49. Respects the feelings of others					
50. Recognizes the abilities of others					
51. Settles arguments quietly with help					
52. Settles arguments quietly without help					
53. Is responsible for equipment					
54. Understands and follows simple rules					

NAME A

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions					X
56. Can make suggestions					
57. Is aware of time but ignores it					
58. Asks "Why"					
59. Sees the fallibility of adults					
60. Has limited reasoning ability					
61. Lacks judgement					
62. Is concerned only with the immediate					X
63. Can anticipate					
64. Is indecisive					
65. Can make decisions					
66. Can initiate a game or play with another child					
67. Is punctual					

NAME A

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
68. Shows sex antagonism					
69. Gives encouragement to others					
70. Is beginning to select one or two intimate friends					
71. Seeks praise for things well done					
72. Is self-conscious					
73. Knows right from wrong					
74. Can finish task or project "in spite of" frustration					

NAME A

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Rated by:	Name Staff Title Date Oct. 1964	Name Title Date	Name Staff Title Date Dec. 1964	Name Title Date	Name Title Date
Child Can:					
1. Crawl in any fashion	X				
2. Crawl in homologous pattern	X				
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern					
9. Stand with support	X				
10. Stand without support			X		
11. Stand up without help from sitting position			X		
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture			X		

NAME A

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Oct. 1964	Name Staff Title Date Apr. 1965	Name Staff Title Date May 1965	Name Staff Title Date July 1966	Name Title Date
14. Walk following wall	X				
15. Walk alone inside building		X			
16. Walk alone on sidewalk			X		
17. Walk down step with help			X		
18. Walk down step without help				X	
19. Climb steps with help				X	
20. Climb steps (both feet on each step)				X	
21. Climb steps (one foot on each step)					
22. Climb steps by wall without another person's help				X	
23. Climb flight of steps with a railing				X	
24. Climb a flight of steps without using railing					
25. Walk up ramp				X	
26. Walk down ramp				X	

NAME A

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
27. Climb up ladder					
28. Climb down ladder					
29. Walk forward on command					
30. Walk backward on command					
31. Turn head from side to side					
32. Turn head to right side on command					
33. Turn head to left side on command					
34. Nod head forward on command					
35. Nod head backward on command					
36. Move arm(s) to right					
37. Move arm(s) to left					
38. Move arm(s) up					
39. Move arm(s) down					

NAME A

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40. Clap hands (on command)					
41. Clap hands to rhythm					
42. Stamp foot (on command)					
43. Stamp foot to rhythm					
44. Jump (get both feet off floor)					
45. Broad jump					
46. Hop on one foot					
47. Hop on either foot					
48. Hop (alternating feet)					
49. Gallop					
50. Skip					
51. Slide					
52. Run with help					

NAME A

IV. PHYSICAL DEVELOPMENT:

A. MOBILITY

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
53. Run without help but touching another person					
54. Run freely any pattern					
55. Run freely cross pattern					
56. Run fast on command					
57. Walk slowly on command					
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					
2. Do backward roll					
3. Do (number) sit-ups					
4. Do (number) push-ups					
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					
8. Bounce a ball					

NAME A

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Kick a ball					
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars) 13. Rise up on toes					
14. Squat					
15. Do standing push-up					
16. Do modified sit-up (hold feet down under bars)					
17. Climb					
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					

NAME A

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Staff Title Date July 1965	Name Title Date	Name Title Date	Name Title Date
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					
23. Play Simon Says					
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)		X			
2. Sit in splash pool and play		X			
3. Play with water toys in splash pool		X			
4. Enter large pool with help					
5. Enter large pool without help					
6. Sit on edge of large pool with feet in water					

NAME A

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
7. Stand in corner of pool with adult					
8. Stand in corner of pool without adult					
9. Wade around shallow end of pool without help					
10. Be relaxed in pool					
11. Flutter kick					
12. Put face in water					
13. Submerge head in water					
14. Hold breath under water					
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME A

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING:

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD B

DEVELOPMENTAL HISTORY

B, a girl, was a full term baby weighing 8 lbs, 6 oz. at birth. The pregnancy had been complicated by kidney infection during the first trimester and toxemia during the third. Forcepts were used during delivery.

B did not cry much until she was a week old and was usually a "good" baby. She smiled at five and one-half weeks. At six months she began saying "ma, ma, ba, da, da." When B was four months old the maternal grandmother suggested that there might be something wrong because the baby would lie on her back and look up at the ceiling and never make an attempt to roll over. She could not hold up her head. Her eyes were still as they had been when she was born, would waver constantly and would cross. The doctor the parents consulted told them she was blind and brain damaged and "that there wasn't anything that could be done for her yet." (parent's statement) She rolled over at eight months and sat alone by nine months. She finger-fed herself at about one year. By two years she could stand alone and take a few steps with help. A brother was born when she was two and one-half after which she began to improve more rapidly. Her balance was very poor and she kept falling. She was afraid of new things, especially fast moving objects and animals. She seemed to understand what was said to her but dit not talk plainly. (This was taken from the mother's report.)

MEDICAL

Examination at the University of Oregon Medical School showed that B, a five year old child with severe visual deficits and speech retardation, but with no other neurological deficit. Evaluation at Portland Speech and Hearing showed a 25% loss. She had repeated ear infections (Otitis media) B had congenital Nystagmas. Distance acuity was estimated to be poor, near acuity as fair. Psychological evaluation as determined by the standard form of the Stanford-Binet Intelligence Scale, showed a mild to severe range of retardation with an IQ of 50. (See Appendix D) Social Quotient on the Vineland Social Maturity Scale was 64. The psychologist said, "Although visual and hearing deficiencies may handicap her somewhat, speech difficulties seem most central in lowering her performance on intellectual tasks. Despite these intellectual deficits her social development appears encouraging and indicates that she is a trainable child."

PERSONAL HYGIENE

B is a day student so that the check sheet in Appendix D was filled out in part by her mother. B is doing very well for her age and has been showing progress toward the more difficult items. When she first came she often wet her panties but by the end of the program had very few accidents. She improved in buttoning, zipping, and snaping the fastenings on her clothing.

PHYSICAL DEVELOPMENT

When B entered the program she had a problem of balance. She still cannot walk the balance beam well, but has shown much improvement. She can now skip, and jump rope. She cannot skate as yet. She does her exercises well and will play games. She is still afraid in the pool but will go in without the one-to-one necessary at first. (See Appendix D, D-C-29-B

EATING

B had learned to eat well at home and has had little difficulty. She is well behaved and has shown normal improvement. (See Appendix D, D-C-16-B

PSYCHOLOGICAL ADJUSTMENT

B has improved in her adjustment to school and seems to enjoy being with the group now. She is becoming more self-assertive and now sometimes takes toys away from others. She tries to carry on conversations both with adults and other children much more than at the beginning of the program. She seems to be progressing slowly, but normally. (See D-C-20-B)

OBJECT RECOGNITION

While B cannot name objects so another person can understand her, she seems to have a good understanding of their use. She is eager to explore and is aware of her surroundings. She remembers how to use tools such as scissors better than one would expect since her coordination is not well developed.

CLASSROOM PERFORMANCE

Learning to listen to stories and records has been one area in which B has made great improvement. In the beginning she seemed not to know how to listen or what to listen for. She is learning to sing also which helps her speak more clearly. Speech therapy has helped her in forming sounds. B does well and enjoys art and craft activities and games. She does less well in academics and requires many repetitions.

RECOMMENDATION FOR PLACEMENT

The staff felt that B had made good progress. She has improved greatly in balance and in speech. She seems able to function in a group. Her academic progress may be slow, but with practice she should be able to learn many skills. Her vision seems to be improving and helps her in orientation and mobility. Pre-primary placement in a school for the blind here seemed good now with probably a need for emphasis on prevocational training indicated. She is too young to make that decision now. We also felt that she had made more progress because she was young.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL
February 28, 1967

Child B, age 6 years 7 months, was seen at the request of the Oregon School for the Blind. B is a day pupil at the school and has had marked improvement in visual accuity in the past year. Recent speech and hearing evaluations indicate that she has a 25% hearing loss.

B separated easily from the teacher who accompanied her here and entered the testing situation willingly. She did not hesitate to become involved in the tasks which were presented her. She spoke very little and was difficult to understand when she did. As the test items became more difficult, B tended to look away from the examiner and pay little attention to the test materials. Items which require verbal responses were frequently responded to in this manner. B appears to be one who relates rather easily to adults and responds with passive withdrawal only when pushed beyond her ability level. The results of this evaluation appear to be a representative sample of what could be obtained from this child under any other good testing conditions.

The standard form of the Stanford-Binet Intelligence Scale was administered to B. She experienced little or no difficulty with items requiring visual accuity. She was able to satisfactorily accomplish discrimination of geometric forms and to identify pictures of objects by their use. Generally, she had more difficulty on items which require verbal responses. B was able to satisfactorily complete all test items at the 2 year 6 month level and consistently failed items at the 5 year level and above. She earned a Mental Age of 3 years 7 months which, when compared with her chronological age of 6 years 7 months yields an IQ of 50. Although this score may be slightly depressed by this child's current hearing and visual difficulties, this seems to be essentially a valid estimate of her current intellectual functioning. The results of this evaluation are consistent with a previous intellectual evaluation done in March of 1966.

Information from the Vineland Social Maturity Scale was obtained from the teacher who brought B to the clinic. This information yields a Social Age of 4.2 years or a Social Quotient of 64.

This evaluation indicates that B's intellectual functioning is between the ranges of mild and severe retardation. Although visual and hearing deficiencies may handicap her somewhat, speech difficulties seem most central in lowering her performance on intellectual tasks. Despite these intellectual deficits her social development appears encouraging and indicates that she is a trainable child.

Steven M. Johnson, M.A.
Intern in Medical Psychology

Frederick H. Kanfer, Ph.D.
Professor of Medical Psychology/bc

NAME B

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date Sept 1966	Name H Title Date Nov 1966	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet		X			
5. Turn off water faucet		X			
6. Wash and rinse hands		X			
7. Rub hands on towel in any fashion		X			
8. Dry hands on towel					X
9. Reach for towel		X			
10. Get towel and use		X			
11. Wash hands if reminded to do so					X
12. Wash hands without reminder					X
13. Wash and dry hands without reminder					X

NAME B

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Title Date	Name H Title Date Nov. 1966	Name Title Date	Name Title Date	Name Staff Title Date May 1967
14. Put towel (paper) in wastebasket		X			
15. Hang towel on rack after using					X
16. Wash part of face with hands		X			
17. Wash part of face with washcloth handed him		X			
18. Wash whole face with washcloth handed him					X
19. Dip washcloth in water and wash face					X
20. Wring washcloth and wash					X
21. Wash neck					
22. Wash ears and area just behind ears					
23. Wash arms					X

NAME B

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can: Rated by:	Name Mother Title Date Sept 1966	Name Staff Title Date Nov 1966	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth		X			
7. Wash self with verbal directions					X
8. Wash self adequately without direction					X
9. Wash with help in shower					
10. Wash self independently in shower					
11. Help dry part of self		X			
12. Help dry whole of self					X
13. Dry self independently					
14. Put soiled towel in designated place					X
15. Clean tub after bathing					

NAME B

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Mother Title Date Sept. 1966	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Cooperate in having teeth brushed	X				
2. Help brush teeth	X				
3. Spit out toothpaste and water	X				
4. Brush teeth independently	X				
5. Put toothpaste on brush adequately					X
6. Rinse teeth and mouth independently	X				
7. Wash toothbrush	X				
8. Put toothbrush in proper place	X				
9. Find own toothbrush	X				
10. Put cap on toothpaste tube					
11. Put toothpaste tube in designated place					X
12. Care for teeth without verbal reminder					

NAME B

I. PERSONAL HYGIENE cont.

D. HAIR CARE

Child Can:	Rated by: Name Staff For Mother Title Date Sept 1966	Name H Title Date Nov 1966	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Brush hair					X
2. Comb hair					X
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair					
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose		X			
4. Blow nose when handed tissue or handkerchief					X
5. Put used tissue in wastebasket					X

NAME B

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

	Rated by: Name Staff Title Date Sept 1966	Name Title Date	Name H Title Date April 1967	Name Title Date	Name Staff Title Date May 1967
Child Can:					
6. Put handkerchief in pocket					X
7. Get tissue from designated place					X
8. Get, use, and put away used tissue or handkerchief					X
9. Perform #8 quietly and quickly					X
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet			X		
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing			X		

NAME B

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:	Rated by: Name Staff Title Date Sept 1966	Name Title Date	Name H Title Date April 1967	Name Title Date	Name Staff Title Date May 1967
9. Unbutton clothing			X		
10. Zipper clothing (jeans or slacks)			X		
11. Fasten front snap on jeans					X
12. Fasten front button on jeans or slacks (girls)					X
13. Fasten side zipper and button or snap					
14. Buckle belt					
15. Use toilet paper with help	X				
16. Use toilet paper when reminded			X		
17. Use toilet paper independently					X
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME B

I. **PERSONAL HYGIENE** cont.

G. Sanitary Equipment cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME B

I. **PERSONAL HYGIENE** cont.

I. DRESSING

Child Can:	Rated ty: Name Mother Title Date Sept 1962	Name Title Date	Name Title Date	Name Date Title	Name Staff Title Date May 1962
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt					
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes					X
10. Take off dress if unfastened	X				
11. Unfasten and take off dress (front buttons)					X
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					X
14. Unzipper and take off dress (back zipper)					

NAME B

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name [illegible] Title Date [illegible]	Name Title Date	Name [illegible] Title Date [illegible]	Name Title Date	Name [illegible] Title Date [illegible]
15. Take off slip	X				
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket					X
18. Unsipper and take off jacket or sweater					X
19. Hang jacket or coat on hook anyway			X		
20. Hang jacket or coat on hook by hood			X		
21. Hang jacket or coat on hook by armhole			X		
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment			X		
27. Pick up and put on undershorts or panties from pile of clothing laid ready					

NAME B

I. **PERSONAL HYGIENE** cont.

I. Dressing cont.

Child Can:

Rated by:	Name [illegible] Title Date [illegible]	Name Title Date	Name Title Date	Name Title Date	Name [illegible] Title Date [illegible]
28. Identify back from front of undershorts or panties					X
29. Put on undershorts or panties correctly					X
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready					X
33. Identify back from front of undershirt					X
34. Put on undershirt correctly with verbal direction					X
35. Put on undershirt correctly and independently					X
FOR GIRLS ONLY 36. Cooperate in putting on slip	X				
37. Put slip on if handed garment					X
38. Pick up and put on slip from pile of clothing laid ready					X
39. Identify back from front of slip					X

NAME B

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name [illegible] Title Date [illegible]	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May '47
40. Put on slip correctly with verbal direction	X				
41. Put on slip correctly and independently					X
42. Cooperate in putting on a dress	X				
43. Put on a dress if handed garment	X				
44. Pick up and put on a dress from a pile of clothing laid ready					X
45. Identify back from front of a dress					X
46. Put on a dress correctly with verbal directions	X				
47. Put on a dress correctly and independently					X
48. Fasten a dress which zips in front					X
49. Fasten a dress which buttons in front					X
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME B

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers					
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME B

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Mother Title Date Sept. 1966	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position	X				
75. Put on socks correctly and independently	X				
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently					X
79. Pull laces tight in shoe					X
80. Cross laces to begin tie					X
81. Tie simple knot					—
82. Tie bow knot					

NAME B

II.

A. EATING AND TABLE SKILLS

Rated By:

Child Can:	Name Staff Title Date Sept 1965	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Find place at table					
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal	X				
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially					
13. Chew food well	X				
14. Eat only a few foods					

NAME B

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Staff Title Date Sept 1965	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
15. Eat most foods	X				
16. Eat whatever is offered					X
17. Use spoon with help					
18. Use spoon independently	X				
19. Use fork	X				
20. Use knife for spreading					X
21. Use knife for cutting					X
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help					
28. Use napkin when reminded	X				

NAME B

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept 1965	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
29. Use napkin without reminder					X
30. Fold napkin					
31. Eat without spilling on floor	X				
32. Eat without spilling on table	X				
33. Use bread or finger for "pusher"					
34. Request seconds	X				
35. Ask for seconds quietly	X				
36. Wait quietly for service	X				
37. Raise hand for service					X
38. Say please					X
39. Say thank you					X
40. Maintain good posture	X				
41. Wait patiently until excused					X

NAME B

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Staff Title Date Sept 1965	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
42. Use appropriate table conversation					X
43. Refrain from improper noises	X				
44. Wash after eating with help	X				
45. Wash after eating with reminder	X				
46. Wash after eating independently					X
47. Use appropriate silverware	X				
48. Pass bowl of cookies					X
49. Pass plate of dry food					X
50. Serve self and pass bowl of fruit					X
51. Pour milk on cereal					X
52. Pour syrup on hot cakes, etc.					X
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME B

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept '65	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home	X				
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					
8. Can explain reason for crying	X				
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.	X				

NAME B

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:

Rated by:	Name Staff Title Date Sept. 1966	Name Title Date	Name Title Date	Name Title Date	Name Title Date
14. Giggles when nothing seems funny to observer					
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums					
24. Seeks protection from adults	X				
25. Seeks affection from adults	X				

NAME B

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept 1966	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home	X				
7. Is eager to go home, but does not cry	X				
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					X

NAME B

III. **PSYCHOLOGICAL ADJUSTMENT** cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Title Date	Name Staff Title Date Aug. 1965	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child					
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns					
6. Takes playthings away from others		X			
7. Takes food away from others					
8. Tries to play with others		X			
9. Is rejected by others in informal play					
10. Is accepted by others in informal play		X			
11. Remains near group but does not participate					
12. Avoids other children in informal play					
13. Can carry on a conversation					X
14. Initiates conversation					X

NAME B

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name [illegible] Title Date Sept 1966	Name Title Date	Name [illegible] Title Date [illegible] 1966	Name Title Date	Name [illegible] Title Date May 1967
15. Answers questions asked by another child			X		
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another					
18. Uses nonsense and made-up words					
19. Shows affection for some adults	X				
20. Shows affection for some other children			X		
21. Asks about absent or ill child			X		
22. Says he dislikes a certain child					X
23. Says he dislikes a certain adult					
24. Denies having done something for which he expects punishment					X
25. Is eager for recognition from adults			X		
26. Seeks acceptance from peers			X		
27. Seeks protection from adults	X				
28. Seeks to play with child of either sex	X				

NAME B

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept 1946	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1947
29. Seeks to play with child of same sex					X
30. Seeks to play with child of opposite sex					X
31. Argues when he does not get his own way					X
32. Is courteous to adults	X				
33. Is considerate of other children	X				
34. Enjoys "rough" play					X
35. Cooperates for reward	X				
36. Cooperates for praise	X				
37. Joins peers in common cause					
38. Shows strong self-assertion					X
39. Is self-confident (less self-assertive)					X
40. Tattles					X
41. Knows honesty, but is not always honest					X

NAME B

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept 1966	Name Title Date	Name Staff Title Date [illegible]	Name Title Date	Name Staff Title Date [illegible]
42. Shows self-control					X
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy					X
46. Is developing a sense of humor					X
47. Understands the meaning of responsibility					
48. Respects the rights of others					X
49. Respects the feelings of others					X
50. Recognizes the abilities of others					X
51. Settles arguments quietly with help					
52. Settles arguments quietly without help					
53. Is responsible for equipment					X
54. Understands and follows simple rules			X		

NAME B

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Staff Title Date April 1966	Name Title Date	Name Title Date	Name Staff Title Date May 1967
55. Understands and follows simple directions		X			
56. Can make suggestions					X
57. Is aware of time but ignores it					
58. Asks "Why"					X
59. Sees the fallibility of adults					
60. Has limited reasoning ability					X
61. Lacks judgement					
62. Is concerned only with the immediate		X			
63. Can anticipate					X
64. Is indecisive		X			
65. Can make decisions					X
66. Can initiate a game or play with another child					X
67. Is punctual					

NAME B

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Staff Title Date April 1946	Name Title Date	Name Staff Title Date May 1947
68. Shows sex antagonism					
69. Gives encouragement to others					X
70. Is beginning to select one or two intimate friends					X
71. Seeks praise for things well done			X		
72. Is self-conscious			X		
73. Knows right from wrong					X
74. Can finish task or project "in spite of" frustration					X

NAME B

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. [illegible]	Name Title Date	Name G Title [illegible] Date [illegible]	Name Title Date	Name Title Date
1. Crawl in any fashion					
2. Crawl in homologous pattern					
3. Crawl in homolateral pattern					
4. Crawl in cross pattern			X		
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern			X		
9. Stand with support	X				
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME B

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name [illegible] Title Date [illegible]	Name Title Date	Name Title Date	Name Title Date	Name [illegible] Title Date [illegible]
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)	X				
21. Climb steps (one foot on each step)					X
22. Climb steps by wall without another person's help	X				
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing					X
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME B

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name [illegible] Title Date [illegible]
27. Climb up ladder					X
28. Climb down ladder					X
29. Walk forward on command					X
30. Walk backward on command					X
31. Turn head from side to side					X
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					
36. Move arm(s) to right					
37. Move arm(s) to left					
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME B

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1947
40. Clap hands (on command)					X
41. Clap hands to rhythm					
42. Stamp foot (on command)					
43. Stamp foot to rhythm					
44. Jump (get both feet off floor)					X
45. Broad jump					X
46. Hop on one foot					X
47. Hop on either foot					X
48. Hop (alternating feet)					X
49. Gallop					
50. Skip					X
51. Slide					X
52. Run with help					X

NAME B

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name C Title P.E. Teacher Date August 1967
A. MOBILITY					
53. Run without help but touching another person					X
54. Run freely any pattern					X
55. Run freely cross pattern					X
56. Run fast on command					X
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					X
2. Do backward roll					
3. Do (number) sit-ups					
4. Do (number) push-ups					
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					X
8. Bounce a ball					

NAME B

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title T. [illegible] Teacher Date May 1967
9. Kick a ball					X
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing push-up					X
16. Do modified sit-up (hold feet down under bars)					
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					X

NAME B

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Staff Title Date Aug 1965	Name Title Date	Name Title Date	Name Title Date	Name [illegible] Teacher Title Date May 1967
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					X
23. Play Simon Says					X
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)	X				
2. Sit in splash pool and play	X				
3. Play with water toys in splash pool	X				
4. Enter large pool with help	X				
5. Enter large pool without help					X
6. Sit on edge of large pool with feet in water					X

NAME B

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
7. Stand in corner of pool with adult					X
8. Stand in corner of pool without adult					\
9. Walk around shallow end of pool without help					
10. Be relaxed in pool					
11. Flutter kick					
12. Put face in water					
13. Submerge head in water					
14. Hold breath under water					
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME B

IV. PHYSICAL DEVELOPMENT

C. SWIMMING

Child Care

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD C

DEVELOPMENTAL HISTORY

Child C, a boy, was premature by three months and was given five transfusions while in the incubator. The pregnancy had been normal according to the mother. The mother reports that C was always active and enjoyed jumping up and down in the corner of the couch before he could walk alone. Speech was delayed until five and one-half years of age and then the speech therapist comments that he uses language as an entertainment for himself rather than a tool of communication. At five he could drink from a glass but did not yet eat with a spoon. By the end of the first school year he was feeding himself, helping to dress himself, and was saying his prayers by himself. Following a bout with meningitis following mumps when he was nearly six, his school report shows very slow rate of progress, withdrawal and solitary play, "He seems to be in a little world of his own," the teacher reported at the end of the year. He had regressed in toilet habits. He was most interested in music and mechanical toys. The school reports show that C made very slow progress and maintained the withdrawal and preoccupation with noise pattern. Lawn mowers especially attracted him and he would become violent at times when required to leave their vicinity. He spent all the time when not in the classroom or dormitory jumping up and down outside listening to sounds about him. He could identify the make, model, and the individual car of each staff member if he had been told once to whom it belonged, and he could remember this over a period of years. He identified correctly a car which had not been on campus for three years previously. Judging by the teacher's reports he made less than a year's progress in six years.

MEDICAL

Examination at the University of Oregon Medical School at the beginning of this program showed that C, now thirteen was blind because of Retrolental fibroplasia and had no light perception. Subsequently had mumps encephalitis with some aphasia (motor, some sensory) no paresis and had an adaptive reaction to blindness to which adjustment has been made. C had good motor development according to report. Hearing was reported normal. Psychological evaluation as determined by the verbal portion of the WISC resulted in an IQ of 48. The summary reads, " C's verbal aggressiveness seems to give a first impression of a boy functioning at a higher level both socially and intellectually than he actually is. He is presently functioning in the moderately retarded range intellectually and has definite limits on the degree of higher reasoning he can undertake. He is performing on a slightly higher level socially." (See Appendix D, ... No detailed observation of behavior for the pre-test was given in the psychologist's report.

PERSONAL HYGIENE

C performed well in the area according to evaluation made by the staff members. He had had training in the dormitory at the school and had shown slow, but consistent progress in the area. (See Appendix D, D-C-2-C

PHYSICAL DEVELOPMENT

C made progress in acquiring physical skills according to the rating made by the staff. In swimming and in stunts and exercises he learned to do many new things. His attitude was greatly changed. He had profited from the individual instruction possible with the smaller ratio of teacher-child.

PSYCHOLOGICAL ADJUSTMENT

This was the area in which C seemed to make the most progress. Staff opinion was divided in their evaluation of his improvement, but those who had been working with the children for the entire period felt he had made good gains. He had gradually begun to initiate play with some of the other children. His typical reaction in the beginning had been withdrawal, and if the other child persisted in making overtures, he would physically strike him and use profane language. Notes in the anecdotal records about the middle of the program begin to state that his swearing is not often apparent and under much better control. He was one of two children who began to try to help with the younger children and show some concern about them.

C also showed increasing maturity in asking an adult to help him understand some problem, to seek discussions with an adult about specific happenings involving both his home life and the school days. He began to ask why a certain person had behaved as he had. This sometimes seemed an attention-getting device, but many times he seemed truly interested in the problem and trying to understand as well as he could the basis of the interaction.

EATING

C had made slow but consistent progress in eating during the years at the school and continued to make some improvement. He resisted suggested changes passively, complying at the time but not making the change subsequently even though he showed by his action and speech that he had remembered. He was expert in modifying his behavior according to the person in charge at that moment.

OBJECT RECOGNITION

C was able to name and demonstrate the use of many objects on which we tested the children, yet he missed items which ought to have been answered correctly because we knew he had been shown how to use them. Largely this seems to have depended on his interest and his willingness to answer. He did develop an eagerness to explore new things and a willingness to take part in the present situation which had been absent. Testing was somewhat unfair to C because he was with children younger than himself and the experiences planned for the group were for young primary children. As he grew older and more responsive he found the other children "babyish", more so than the girl J who was near his age. He was unusually show maturing into adolesence. Children D and I were more mature although younger chronologically.

CLASSROOM PERFORMANCE

C continued to show very little progress in reading and writing. He did better in his number concept with the Montessori materials. He progressed in oral language arts from listening to kindergarten and first grade level materials to third and fourth grade stories, social studies and science records and tapes. He began to ask good questions and discuss what he heard. We were limited in the amount of material available and the time to spend with him. Had we had enough staff to give C individual instruction for five or six hours per day, he would have accomplished more. In that situation he might have learned to read and write also. By this time his interest level and his ability were so far apart that there was not material available, nor was there staff time for more than two hours a day. He learned some braille, to read and write numbers, letters, and words and could recall them reasonably well, but only in a one-to-one situation. We changed his attitude from resistance to a moderate interest but had not the teacher time to follow through.

RECOMMENDATION FOR PLACEMENT

The staff felt that C had made progress, but that he would have to return to a special class placement because he was too old for the first grade class where he could function academically. He reacted very poorly to teasing and had returned to swearing and agressive behavior when put with the regular unit in the dormitory where he was subject to teasing. We felt he needed a protected situation. Because his attitude had improved insofar as concentration and interest was concerned, we felt he might learn some simple prevocational skills and might be in a sheltered workshop situation if it provided both living and working conditions under supervision.

CHILD C

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL
February 14, 1967

This 15 year old boy was referred for an intellectual evaluation by the Oregon School for the Blind. C has been blind from birth and then at the age of 5 suffered some "brain damage" from an attack of encephalitis.

It is reported that during the past few years, C has leveled off in his school performance and has made only minimal gains. He is presently reading at about the beginning of the first grade. It is difficult to gain C's attention and concentration when reading out of the regular texts containing things he is not interested in. C does much better, concentrates, and learns specific facts when learning about things he is interested in as food (he may learn a Braille symbol for food in one trial) or lawnmowers (something he is obsessed about).

When the examiner entered the waiting room, C greeted him verbally, extended his hand, and then easily arose and came with him. Even before getting into the office C began asking questions. He was extremely verbally aggressive and continually asked questions throughout the entire session, most of which were appropriate as "What is a psychologist?" and "Why isn't a train ride smooth when it runs on rails?" However, any responses by the examiner had to be on a simple concrete level for this boy to comprehend. When asked what he liked, C mentioned gardening and described how he hoped to get a job mowing people's grass. It is reported that he actually uses the power mower at home. His interest was further demonstrated by the question "Why does the lawnmower go slower in tall grass?" This verbal aggressiveness and interaction was not limited to the examiner for while C was in the waiting room he engaged two ladies in a conversation about airplanes and had them describing in detail what had to be done before a plane could take off.

When asked to describe something about his home C could concentrate sufficiently to describe at length and in detail how his father had taken their cat to the humane society to be put to death. While telling this well-rehearsed story, he was able to respond to questions from the examiner and then continue the story. Also he was able to listen while the examiner told of an experience with the humane society.

During the session C was not hyperactive and he remained in his chair. However, there was considerable rocking behavior and a continual rubbing of his hands together.

On the Verbal portion of the WISC, C achieved in IQ of 48 suggesting he is presently functioning in the moderately retarded range intellectually. This is generally consistent with the past results on the WISC of a Verbal IQ of 53 in 1960; 58 in 1961; and 52 in 1965. Since the variation can probably be accounted for by the standard error of the test it is probable that C's intellectual level, as measured by the WISC, has remained about the same for the past 6 years.

C was most adequate in reproducing learned responses such as specific bits of information, meanings of simple words, or simple reasoning. When any more abstract or higher level tasks were required (i.e. subtracting, saying digits backwards, or finding similarities), C was unable to cope with them. During the test C's attention and concentration were adequate for him to reproduce many learned sequences. For example, he could name the days of the week, the letters in the alphabet, and count 10 blocks. C regularly interrupted by asking the examiner a question, and when told it wasn't his turn, he could wait until later to get an answer for that question, but would interrupt with another in a few minutes. He showed he has an adequate memory when he reminded the examiner of a question he had promised to answer and hadn't.

C was well oriented in time and place and knew the day of the month (Valentine's Day), the month and year, where he was, who the president and governor were and that there was a war in Viet Nam.

Socially, it is reported that C has difficulty getting along with others. Getting along with his peers is particularly difficult and he is hesitant to initiate play interactions and then hits when he is upset. He gets along much better with adults than with children and when the routine in rigidly held to has little difficulty. It is reported he gets around the school well and this was substantiated by his ability to go by himself back to the waiting room, from the examiner's office.

In summary, C's verbal aggressiveness seems to give a first impression of a boy functioning at a higher level both socially and intellectually than he actually is. He is presently functioning in the moderately retarded range intellectually and has definite limits on the degree of higher reasoning he can undertake. He is performing on a slightly higher level socially. It is suggested that he have as broad an experience as possible to increase his range of interest because he can learn on a concrete level about those things in which he becomes interested.

Russell Jackson, M.S.
Intern in Medical Psychology

Frederick H. Kanfer, Ph.D.
Professor in Medical Psychology/c

NAME C

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder	X				
13. Wash and dry hands without reminder	X				

NAME C

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Staff Title Date Sept. 1964	Name Staff Title Date Nov. 1964	Name Title Date	Name Title Date	Name Title Date
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using		X			
16. Wash part of face with hands	X				
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him	X				
19. Dip washcloth in water and wash face	X				
20. Wring washcloth and wash		X			
21. Wash neck	X				
22. Wash ears and area just behind ears	X				
23. Wash arms	X				

NAME C

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Staff Title Date Nov 1964	Name Title Date	Name Title Date	Name Title Date
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth	X				
7. Wash self with verbal directions	X				
8. Wash self adequately without direction	X				
9. Wash with help in shower	X				
10. Wash self independently in shower	X				
11. Help dry part of self	X				
12. Help dry whole of self	X				
13. Dry self independently	X				
14. Put soiled towel in designated place		X			
15. Clean tub after bathing					

NAME C

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Staff Title Date Nov. 1964	Name Title Date	Name Title Date	Name Title Date
1. Cooperate in having teeth brushed	X				
2. Help brush teeth	X				
3. Spit out toothpaste and water	X				
4. Brush teeth independently	X				
5. Put toothpaste on brush adequately	X				
6. Rinse teeth and mouth independently	X				
7. Wash toothbrush	X				
8. Put toothbrush in proper place	X				
9. Find own toothbrush	X				
10. Put cap on toothpaste tube		X			
11. Put toothpaste tube in designated place	X				
12. Care for teeth without verbal reminder		X			

NAME C

I. PERSONAL HYGIENE cont.

D. HAIR CARE

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Brush hair	X				
2. Comb hair	X				
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair	X				
6. Shampoo hair independently	X				
7. Set hair style					

E. CARE OF NOSE

Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket	X				

NAME C

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Child Can:	Rated By: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
6. Put handkerchief in pocket	X				
7. Get tissue from designated place	X				
8. Get, use, and put away used tissue or handkerchief	X				
9. Perform #8 quietly and quickly					X

F. TOILETING

Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)	X				
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing	X				

NAME C

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:

	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Unbutton clothing	X				
10. Zipper clothing (jeans or slacks)	X				
11. Fasten front snap on jeans	X				
12. Fasten front button on jeans or slacks (girls)					
13. Fasten side zipper and button or snap					
14. Buckle belt	X				
15. Use toilet paper with help	X				
16. Use toilet paper when reminded	X				
17. Use toilet paper independently	X				
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME C

I. **PERSONAL HYGIENE** cont.

G. Sanitary Equipment cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					X
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					X
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME C

I. **PERSONAL HYGIENE** cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Date Title	Name Title Date
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes	X				
10. Take off dress if unfastened					
11. Unfasten and take off dress (front buttons)					
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					
14. Unzipper and take off dress (back zipper)					

NAME C

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Take off slip					
16. Take off sweater (slip over)					
17. Take off buttoned sweater or jacket	X				
18. Unzipper and take off jacket or sweater	X				
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood	X				
21. Hang jacket or coat on hook by armhole	X				
22. Hang jacket or coat on hanger (with help)					X
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready	X				

NAME C

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
28. Identify back from front of undershorts or panties	X				
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready	X				
33. Identify back from front of undershirt	X				
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently					X
FOR GIRLS ONLY 36. Cooperate in putting on slip					
37. Put slip on if handed garment					
38. Pick up and put on slip from pile of clothing laid ready					
39. Identify back from front of slip					

NAME C

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40. Put on slip correctly with verbal direction					
41. Put on slip correctly and independently					
42. Cooperate in putting on a dress					
43. Put on a dress if handed garment					
44. Pick up and put on a dress from a pile of clothing laid ready					
45. Identify back from front of a dress					
46. Put on a dress correctly with verbal directions					
47. Put on a dress correctly and independently					
48. Fasten a dress which zips in front					
49. Fasten a dress which buttons in front					
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME C

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction	X				
59. Button shirt correctly down the front					X
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers	X				
62. Put on trousers	X				
63. Fasten trousers at waist	X				
64. Zip trousers	X				
65. Put belt through belt loops					X
66. Fasten belt	X				
67. Put on tie					

NAME C

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position	X				
75. Put on socks correctly and independently	X				
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					X
80. Cross laces to begin tie					X
81. Tie simple knot					
82. Tie bow knot					

NAME C

II.

A. EATING AND TABLE SKILLS

Child Can:	Rated By: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Find place at table	X				
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal					X
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially					
13. Chew food well	X				
14. Eat only a few foods					

NAME C

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name R Title Teacher Date Aug. 1966	Name Staff Title Date May, 1967
15. Eat most foods	X				
16. Eat whatever is offered					X
17. Use spoon with help					
18. Use spoon independently	X				
19. Use fork	X				
20. Use knife for spreading				X	
21. Use knife for cutting					
22. Use fork edge for cutting					X
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help					
28. Use napkin when reminded	X				

NAME C

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder					X
30. Fold napkin					X
31. Eat without spilling on floor	X				
32. Eat without spilling on table	X				
33. Use bread or finger for "pusher"					X
34. Request seconds	X				
35. Ask for seconds quietly					X
36. Wait quietly for service					X
37. Raise hand for service					X
38. Say please					X
39. Say thank you					X
40. Maintain good posture					X
41. Wait patiently until excused					X

NAME C

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					X
43. Refrain from improper noises					
44. Wash after eating with help					
45. Wash after eating with reminder					X
46. Wash after eating independently					
47. Use appropriate silverware					
48. Pass bowl of cookies					X
49. Pass plate of dry food					X
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					X
52. Pour syrup on hot cakes, etc.					X
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME C

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home					
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					
8. Can explain reason for crying					X
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.					

NAME C

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date Nov. 1965	Name Title Date	Name Staff Title Date May, 1967
14. Giggles when nothing seems funny to observer					X
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention	X				
18. Curses others to show anger			X		
19. Curses to express frustration	X				
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums					
24. Seeks protection from adults					
25. Seeks affection from adults					X

NAME C

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home					
7. Is eager to go home, but does not cry					
8. Displays little emotion about visits home	X				
9. Is well adjusted to school-home changes	X				

NAME C

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Staff Title Date April 1965	Name Staff Title Date Aug 1965	Name Title Date	Name Staff Title Date May 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child					
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns					
6. Takes playthings away from others					
7. Takes food away from others					
8. Tries to play with others			X		
9. Is rejected by others in informal play					
10. Is accepted by others in informal play			X		
11. Remains near group but does not participate		X			
12. Avoids other children in informal play	X				
13. Can carry on a conversation			X		
14. Initiates conversation					X

NAME C

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date April 1965	Name Title Date	Name Staff Title Date May 1967
15. Answers questions asked by another child			X		
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another					
18. Uses nonsense and made-up words					
19. Shows affection for some adults					X
20. Shows affection for some other children					X
21. Asks about absent or ill child					X
22. Says he dislikes a certain child					X
23. Says he dislikes a certain adult					X
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults					X
26. Seeks acceptance from peers					X
27. Seeks protection from adults					X
28. Seeks to play with child of either sex					

NAME C

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1962
29. Seeks to play with child of same sex					X
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way					X
32. Is courteous to adults					X
33. Is considerate of other children					X
34. Enjoys "rough" play					X
35. Cooperates for reward					X
36. Cooperates for praise					X
37. Joins peers in common cause					
38. Shows strong self-assertion					
39. Is self-confident (less self-assertive)					
40. Tattles					X
41. Knows honesty, but is not always honest					X

NAME C

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Shows self-control					X
43. Bites nails					
44. Has a short attention span					X
45. Is noisy					X
46. Is developing a sense of humor					X
47. Understands the meaning of responsibility					X
48. Respects the rights of others					X
49. Respects the feelings of others					X
50. Recognizes the abilities of others					X
51. Settles arguments quietly with help					X
52. Settles arguments quietly without help					
53. Is responsible for equipment					X
54. Understands and follows simple rules					X

NAME C

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Staff Title Date Nov. 1965	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions	X				
56. Can make suggestions			X		
57. Is aware of time but ignores it	X				
58. Asks "Why"					X
59. Sees the fallibility of adults					X
60. Has limited reasoning ability					X
61. Lacks judgement					X
62. Is concerned only with the immediate	X				
63. Can anticipate			X		
64. Is indecisive					
65. Can make decisions					X
66. Can initiate a game or play with another child					X
67. Is punctual					X

NAME C

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1962
68. Shows sex antagonism					
69. Gives encouragement to others					X
70. Is beginning to select one or two intimate friends					X
71. Seeks praise for things well done					X
72. Is self-conscious					X
73. Knows right from wrong					X
74. Can finish task or project "in spite of" frustration					X

NAME C

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title BE Teacher Date May, 1967
1. Crawl in any fashion					
2. Crawl in homologous pattern					X
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					X
7. Creep in homolateral pattern					
8. Creep in cross pattern					
9. Stand with support	X				
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME C

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name G. Title Teacher Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)					
21. Climb steps (one foot on each step)	X				
22. Climb steps by wall without another person's help	X				
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing	X				
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME C

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
Child Can:					
27. Climb up ladder	X				
28. Climb down ladder	X				
29. Walk forward on command	X				
30. Walk backward on command	X				
31. Turn head from side to side	X				
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					X
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME C

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G. Title Teacher Date May 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					X
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					
44. Jump (get both feet off floor)	X				
45. Broad jump					
46. Hop on one foot	X				
47. Hop on either foot	X				
48. Hop (alternating feet)					X
49. Gallop					X
50. Skip					
51. Slide					X
52. Run with help	X				

NAME C

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name G Title Teacher Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
A. MOBILITY					
53. Run without help but touching another person	X				
54. Run freely any pattern	X				
55. Run freely cross pattern					
56. Run fast on command					X
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					X
2. Do backward roll					X
3. Do (number 10) sit-ups	X				
4. Do (number 6) push-ups					X
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball	X				
8. Bounce a ball					

NAME C

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Rated By:

Child Can:	Name G Title Teacher Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May 1962
9. Kick a ball	X				
10. Walk a balance(4") beam for 3 feet					X
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes	X				
14. Squat	X				
15. Do standing push-up	X				
16. Do modified sit-up (hold feet down under bars)					X
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					

NAME C

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name G Title Teacher Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
20. Stunt: Skin-the-cat					X
21. Stunt Hip Mount Circle + 6 exercises					X
(Games)					
22. Play London Bridge					
23. Play Simon Says					
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)					
2. Sit in splash pool and play					
3. Play with water toys in splash pool					
4. Enter large pool with help					
5. Enter large pool without help	X				
6. Sit on edge of large pool with feet in water	X				

NAME C

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:	Rated by Name G. Title Teacher Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G. Title Teacher Date May, 1962
7. Stand in corner of pool with adult	X				
8. Stand in corner of pool without adult	X				
9. Walk around shallow end of pool without help	X				
10. Be relaxed in pool					X
11. Flutter kick					X
12. Put face in water					X
13. Submerge head in water					X
14. Hold breath under water					X
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					X
18. Float in prone position and regain standing position					X
19. Glide in prone position using flutter kick					X

NAME C

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967	
20. Dog paddle				X	
21. Back float				X	
22. Float on back and regain standing position				X	
23. Combine arm and leg stroke in prone position				X	
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming				X	
26. Turn over without touching bottom				X	
27. Jump into shallow end of pool				X	
28. Jump into deep end, level off and swim				X	
29. Standing dive				X	

CHILD D

DEVELOPMENTAL HISTORY

Child D was born after approximately twenty-eight weeks gestation and weighed three and one-half pounds. He was put into an incubator with continuous oxygen supply. His father reports that his color was black when he saw him soon after his birth. His mother says he was brought home from the hospital at age six weeks.

D sat alone at eight and one-half months, moved about the floor (prone on his back) by hitching at fifteen months, walked with assistance at twenty-six months and walked alone at thirty-two months. He stopped crying on command at ten months. He could drink from a cup alone at two years. He could say ten words at nineteen months and ask for things at twenty-four months. By thirty-four months he could name familiar objects and hum three tunes. He was toilet trained (asked to use toilet) by forty months.

The social worker reports that D developed normally during the first year. He was plump and healthy in appearance. When D was twenty months old, however, the mother reported that he had to be forced to do everything. He could crawl very well and had been for a long time but would not try to walk. He refused to play with his platform wagon which was designed to give support while he pushed it around. All he wanted to do was sit in a corner and play alone. While the mother was talking D had crawled to the fireplace and found the tongs and shovel which made a lovely noise when he banged them together. Mother said "No" firmly, whereat D threw himself down in a tantrum, for which he was soundly spanked. D retired to his corner, put his fingers into his eyes, and rocked slowly back and forth.

At two years nine months D began attending nursery school, following a summer during which a young girl had been engaged to play with D and give him stimulation. He is reported by the social worker to have been a "passive participant." He continued in nursery school until age five when he entered the school for the blind. Reports state that he learned to get around the campus readily, but depended on stereotyped patterns more than most children. He generally played alone, sitting in a corner and turning a wheel of a toy against his face, with head bowed and fingers in his eyes. He did not willingly participate in activities and seemed not to know how to play with other children. He improved gradually, adjusting best to routine activities and gradually interacting with a few of the other children. Then be began wetting his pants at times. Since he had been toilet trained since age three and one-half this puzzled everyone. Finally his mother asked if he might be having seizures and following consultation at the University of Oregon Medical School, medication was prescribed. However before this he had had a bad time both home and at school where this wetting had been thought to be a behavior problem. Emotional disturbance became increasingly severe.

MEDICAL

Examination at the University of Oregon Medical School at the beginning of this program showed that D had a seizure disorder, spastic diplegia, complete blindness, and a personality disorder. An EEG revealed bilateral slow activity over both cerebral hemispheres. Medication was prescribed and given. D had fifteen return appointments and eleven medication changes during the period of this program. During the following year he began having grand mal seizures. Hearing was found to be normal. D's visual problem is retrolental fibroplasia and no light perception.

Psychological evaluation summary reads: "D" has made little progress during the past two years intellectually and is now functioning in the moderately retarded range. His performance indicates an ego-centric concern and suggests he is not gleaning information about the world around him (as measured by the WISC) even at a rate expected at his level of functioning. The daily wetting of his pants, his over concern about what is going to happen to him and his unwillingness to try in new situations suggests there may be additional emotional problems."

PERSONAL HYGIENE

D performed very well in self-care habits according to evaluation of staff members. He had had much early training in these skills both at home and school. Except for wetting his pants which is assumed to be connected with his seizure disorder, he has made slow but consistent progress. (See Appendix D, D-C-2-D

PHYSICAL DEVELOPMENT

D has shown progress is learning some skills. His attitude toward gym work was generally poor. He became tired easily. How much of this was due to his health problem is not known. He was given extra rest periods during the day. He learned to enjoy swimming and enjoyed working with weights. He developed a hesitant step and the habit of returning to check clues at corners, doorways, etc. to a marked degree toward the end of the program. He showed less hesitancy in exploring on field trips than on the campus. His biggest gain was in exercises and gymnastic skills. (See Appendix D,

EATING

D showed greatest gains in accepting a greater variety of foods. He was fond of bread and butter and this served as a reward. He would be given a small piece when served. When he asked for more he was told to eat two or three bites of salad or vegetable and then he might have more bread. This method helped him learn to taste new items. Praise and conversation had less effect. Later in the period withholding his dessert was effective, but as he talked about it for the rest of the day was not satisfactory. The use of bread as a "pusher" could not be used until later in his training. His parents cooperated by offering new foods at home. D exhibited anxiety about table manners, but never did achieve as much as the staff members felt he could.

PSYCHOLOGICAL ADJUSTMENT

D's psychological adjustment remained poor. He became more active and reacted with both staff and other children a great deal more, teasing and trying to get attention by acting out behavior. He engaged in power struggles with staff members constantly. After many discussions and trials each staff member had a way of working with him which was more or less satisfactory to him, and D had a way of behaving for each person. In general he resisted all changes in routine, but we learned if we prepared him in advance with many details, he could accept new situations well both at home and at school. We used the work "accept" always and found that when an emergency arose which did not allow time to prepare him, saying "Can you accept this, D?" would often work well. He liked to talk about his difficulties so that we scheduled a time when he might discuss his problems with a staff member. After a reasonable time of discussion he was cut off with "We have talked about that. Now there is no more time." We tried to keep him busy. He learned to like field trips and presented fewer problems there than in the school situation. He also liked listening to music and stories which served as rewards for periods of good behavior.

The staff members felt that it was hard to judge how much of D's behavior was caused by his physiological condition and how much was manipulative. There were some guilt feelings on the part of the supervising teacher and the parents because of the failure to recognize seizure symptoms before making an issue of his wet pants and creating more emotional problems. The fact that D was entering into the period of adolescence was another complicating factor. The parents were very much involved and had weekly conferences. Interaction between D and his parents became much greater during this time and some good relationships were established.

OBJECT RECOGNITION

D was able to name and demonstrate the use of many of the objects commonly found in the school and living situation. His parents report that he was taught to examine and name objects early. This has been puzzling to staff members working with D. He learns to name and how to use tools and articles readily at times; others he seems never to learn no matter how often presented. He had no difficulty in learning how to use an electric toothbrush nor in remembering to keep it on a table two rooms removed from the bathroom, yet repeated instruction in the use of a potato peeler resulted in no ability to use it to peel vegetables. D formed strong preferences for particular objects and would try to keep them in a place where he could find them easily. He could make fine discrimination. One of the other boys had shoes of the same kind and size as D. I would put on any pair of the four shoes, but D knew which pair was his and would not wear I's, even when both had nearly new shoes.

CLASSROOM PERFORMANCE

D enjoys oral language arts if it pertains to current events in which he participates, or in stories suited to his level. He seems to "turn off" other material except on a one-to-one situation when he will participate well. He delights in science experiments at first to third grade level. All the instruction needs to be concrete unless it relates to the characters in a story. He can neither read nor write braille but can identify small three dimensional objects glued to a page such as a knife or fork or spoon less than an inch in length. He readily looks at the braille word associated with the small model, but cannot identify the word without the object. He participates with the group when interested.

RECOMMENDATION FOR PLACEMENT

The staff members of the demonstration program felt that Child D had required an unusual amount of time and effort. That he had not benefited from the program as much as he could have, had he not had such severe physiological problems. We felt that a child with uncontrolled seizures should not be in a program such as ours. His parents were called in for a conference and it was suggested that they get medical advice on D's future care. After a complete evaluation by another medical team it was recommended that he return to the school for the blind as the best placement available. He is again in a special class.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL
February 21, 1967

D was referred for an intellectual evaluation by the

Oregon School for the Blind.

It is reported that this boy has been blind from birth, has seizures which are fairly well under control with medication (he had four during the month of January), is retarded in intellectual functioning, and has probable emotional disturbance.

D was talking with Mrs. R, his teacher, about using a tape recorder as the examiner entered the waiting room. When introduced to the examiner, D said "hello" and then went right back to talking with Mrs. R in an attempt to ignore the presence of the examiner. As soon as the examiner mentioned he had a tape recorder, D came readily with him. After D had been allowed to explore the recorder and it had been turned on, he was willing to interact. Throughout the remainder of the session he was friendly and cooperative. He had no difficulty remaining in his chair, but spent the majority of the time rocking back and forth. He was only sporadically attentive and occasionally asked irrelevant questions. D talked freely and could describe isolated events in his life quite well. For example, how he takes a shower, or how he and his family make "somemores" at home (a roasted marshmallow and chocolate bar between graham crackers). However, he had difficulty interacting at a conversational level.

D was oriented as to place but had difficulty dealing with time. He didn't know what day or month it was. He knew his birthday was in February and that it was on Washington's birthday, but he did not realize this was the next day.

On the WISC D achieved a Verbal IQ of 52 which is slightly lower than the score of 57 he achieved on the WISC in 1965. In comparing the two protocols it was noted that on four of the six subscales his performance was identical. He got the same items right and his answers were the same or similar. This suggests he is not keeping up with his past rate of development and is presently functioning in the moderately retarded range intellectually. The only real gain D made was an additional 7 points on the vocabulary items suggesting he is able to use more words in more appropriate ways.

D had particular difficulty on any items dealing with numbers throughout the test. When asked "how many legs does a dog have?" or "how many pennies in a nickel?" he responded "one and two." He was unable to grasp the concept of subtracting blocks or reciting digits in reverse order.

These findings are consistent with the report from the school that D is simply not performing and in fact may not be doing as well as he was 2 years ago. It is reported that he doesn't listen well in the learning situation and has learned only an insignificant amount of braille. This lack of progress and difficulty in learning have been frustrating for his teachers and they are concerned about how to reach him.

Socially this boy has become more aggressive, has made some friends and will interact on both a verbal and physical basis. For example, he often teases one of the girls, but if it is let go too far, it may end in a fight.

In summary, D has made little progress during the past 2 years intellectually and is now functioning in the moderately retarded range. His performance indicates an egocentric concern and suggests he is not gleaning information about the world around him (as measured by the WISC) even at a rate expected at his level of functioning. The daily wetting of his pants, his over concern about what is going to happen to him, and his unwillingness to try new situations suggests there may be additional emotional problems.

Russell Jackson, M.S.
Intern in Medical Psychology

Frederick H. Kanfer, Ph,D.
Professor in Medical Psychology/cw

NAME D

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder	X				
13. Wash and dry hands without reminder	X				

NAME D

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1962
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using	X				
16. Wash part of face with hands	X				
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him	X				
19. Dip washcloth in water and wash face	X				
20. Wring washcloth and wash					X
21. Wash neck					X
22. Wash ears and area just behind ears					X
23. Wash arms	X				

NAME D

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth	X				
7. Wash self with verbal directions	X				
8. Wash self adequately without direction	X				
9. Wash with help in shower	X				
10. Wash self independently in shower	X				
11. Help dry part of self	X				
12. Help dry whole of self	X				
13. Dry self independently	X				
14. Put soiled towel in designated place					X
15. Clean tub after bathing					

NAME D

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can: Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Cooperate in having teeth brushed	X				
2. Help brush teeth	X				
3. Spit out toothpaste and water	X				
4. Brush teeth independently	X				
5. Put toothpaste on brush adequately					X
6. Rinse teeth and mouth independently	X				
7. Wash toothbrush	X				
8. Put toothbrush in proper place	X				
9. Find own toothbrush	X				
10. Put cap on toothpaste tube					X
11. Put toothpaste tube in designated place					X
12. Care for teeth without verbal reminder					X

NAME D

I. PERSONAL HYGIENE cont.

D. HAIR CARE

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Brush hair	X				
2. Comb hair	X				
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair	X				
6. Shampoo hair independently	X				
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket	X				

NAME D

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
6. Put handkerchief in pocket	X				
7. Get tissue from designated place	X				
8. Get, use, and put away used tissue or handkerchief	X				
9. Perform #8 quietly and quickly					
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)					
4. Cooperate in using toilet for urine (standing)	X				
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing	X				

NAME D

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:

	Rating Age	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
9. Unbutton clothing		X				
10. Zipper clothing (jeans or slacks)		X				
11. Fasten front snap on jeans		X				
12. Fasten front button on jeans or slacks (girls)						
13. Fasten side zipper and button or snap						
14. Buckle belt						X
15. Use toilet paper with help		X				
16. Use toilet paper when reminded		X				
17. Use toilet paper independently		X				
G. SANITARY EQUIPMENT						
1. Cooperate in wearing sanitary equipment						
2. Use toilet while wearing sanitary equipment without problem						
3. Change sanitary equipment with help						

NAME D

I. PERSONAL HYGIENE cont.

G. Sanitary Equipment cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush	X				
2. Clean toenails with nail brush	X				
3. Clean fingernails with file tip	X				
4. Clean toenails with file tip					
5. Use emery board on fingernails					X
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME D

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Date Title	Name Title Date
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes					
10. Take off dress if unfastened					
11. Unfasten and take off dress (front buttons)					
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					
14. Unzipper and take off dress (back zipper)					

NAME D

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
15. Take off slip					
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket	X				
18. Unsipper and take off jacket or sweater	X				
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood	X				
21. Hang jacket or coat on hook by armhole	X				
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready	X				

NAME D

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
28. Identify back from front of undershorts or panties	X				
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready	X				
33. Identify back from front of undershirt	X				
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently	X				
FOR GIRLS ONLY 36. Cooperate in putting on slip					
37. Put slip on if handed garment					
38. Pick up and put on slip from pile of clothing laid ready					
39. Identify back from front of slip					

NAME D

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40. Put on slip correctly with verbal direction					
41. Put on slip correctly and independently					
42. Cooperate in putting on a dress					
43. Put on a dress if handed garment					
44. Pick up and put on a dress from a pile of clothing laid ready					
45. Identify back from front of a dress					
46. Put on a dress correctly with verbal directions					
47. Put on a dress correctly and independently					
48. Fasten a dress which zips in front					
49. Fasten a dress which buttons in front					
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME D

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction	X				
59. Button shirt correctly down the front	X				
60. Button cuffs of long-sleeved shirt	X				
61. Cooperate in putting on trousers	X				
62. Put on trousers	X				
63. Fasten trousers at waist	X				
64. Zip trousers	X				
65. Put belt through belt loops					X
66. Fasten belt					X
67. Put on tie					

NAME D

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position	X				
75. Put on socks correctly and independently	X				
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					X
80. Cross laces to begin tie					X
81. Tie simple knot					
82. Tie bow knot					

NAME D

II.

A. EATING AND TABLE SKILLS

Child Can:

Rated By:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Staff Title Date Aug. 1966	Name Title Date
1. Find place at table	X				
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal	X				
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion				X	
11. Eat only soft foods					
12. Chew food partially					
13. Chew food well	X				
14. Eat only a few foods	X				

NAME *D*

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name *Staff* Title Date *Sept, 1964*	Name Title Date	Name Title Date	Name Title Date	Name *Staff* Title Date *May, 1967*
15. Eat most foods					X
16. Eat whatever is offered					
17. Use spoon with help					
18. Use spoon independently	X				
19. Use fork	X				
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help	X				
23. Use napkin when reminded	X				

NAME D

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder	X				
30. Fold napkin					
31. Eat without spilling on floor	X				
32. Eat without spilling on table	X				
33. Use bread or finger for "pusher"					X
34. Request seconds	X				
35. Ask for seconds quietly	X				
36. Wait quietly for service					
37. Raise hand for service					X
38. Say please					X
39. Say thank you					X
40. Maintain good posture					
41. Wait patiently until excused					X

NAME D

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1947
42. Use appropriate table conversation					
43. Refrain from improper noises					
44. Wash after eating with help					
45. Wash after eating with reminder					X
46. Wash after eating independently					
47. Use appropriate silverware					
48. Pass bowl of cookies					X
49. Pass plate of dry food					
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME D

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home					
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					
8. Can explain reason for crying	X				
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.					X

NAME D

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
14. Giggles when nothing seems funny to observer	X				
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention					X
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					X
23. Throws tantrums	X				
24. Seeks protection from adults	X				
25. Seeks affection from adults					

NAME D

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name R Title Teacher Date Aug. 1966	Name Staff Title Date May, 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					X
5. Expresses fear that parents will punish for mis-behavior at school					X
6. Is homesick and cries to go home					
7. Is eager to go home, but does not cry					
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes				X	

NAME D

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Approaches other children with hostile intent					X
2. Rejects friendly approach of other child					
3. Tries to hurt younger children	X				
4. Is cruel to animals					
5. Objects to taking turns	X				
6. Takes playthings away from others	X				
7. Takes food away from others					
8. Tries to play with others					X
9. Is rejected by others in informal play					
10. Is accepted by others in informal play					X
11. Remains near group but does not participate					
12. Avoids other children in informal play					
13. Can carry on a conversation	X				
14. Initiates conversation	X				

NAME D

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Staff Title Date Aug, 1966	Name Title Date	Name Staff Title Date May, 1967
15. Answers questions asked by another child	X				
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another					
18. Uses nonsense and made-up words					
19. Shows affection for some adults					X
20. Shows affection for some other children			X		
21. Asks about absent or ill child			X		
22. Says he dislikes a certain child			X		
23. Says he dislikes a certain adult			X		
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults					X
26. Seeks acceptance from peers					
27. Seeks protection from adults	X		X		
28. Seeks to play with child of either sex					

NAME D

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Staff Title Date Aug, 1966	Name Title Date	Name Staff Title Date May, 1967
29. Seeks to play with child of same sex			X		
30. Seeks to play with child of opposite sex			X		
31. Argues when he does not get his own way	X				
32. Is courteous to adults					
33. Is considerate of other children					
34. Enjoys "rough" play					X
35. Cooperates for reward	X				
36. Cooperates for praise					X
37. Joins peers in common cause					
38. Shows strong self-assertion	X				
39. Is self-confident (less self-assertive)					
40. Tattles	X				
41. Knows honesty, but is not always honest			X		

NAME D

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

	Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42.	Shows self-control					
43.	Bites nails					
44.	Has a short attention span					X
45.	Is noisy					X
46.	Is developing a sense of humor					X
47.	Understands the meaning of responsibility					
48.	Respects the rights of others					
49.	Respects the feelings of others					
50.	Recognizes the abilities of others					
51.	Settles arguments quietly with help					
52.	Settles arguments quietly without help					
53.	Is responsible for equipment					
54.	Understands and follows simple rules					X

NAME D

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions	X				
56. Can make suggestions	X				
57. Is aware of time but ignores it					
58. Asks "Why"	X				
59. Sees the fallibility of adults					
60. Has limited reasoning ability					X
61. Lacks judgement					X
62. Is concerned only with the immediate					
63. Can anticipate					X
64. Is indecisive					
65. Can make decisions					X
66. Can initiate a game or play with another child					X
67. Is punctual					

NAME D

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Shows sex antagonism					
69. Gives encouragement to others					
70. Is beginning to select one or two intimate friends					X
71. Seeks praise for things well done	X				
72. Is self-conscious	X				
73. Knows right from wrong	X				
74. Can finish task or project "in spite of" frustration					

NAME D

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
1. Crawl in any fashion					X
2. Crawl in homologous pattern					X
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					X
8. Creep in cross pattern					
9. Stand with support	X				
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME D

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)					
21. Climb steps (one foot on each step)	X				
22. Climb steps by wall without another person's help					
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing	X				
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME D

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name R Title Sept, 1964 Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
27. Climb up ladder	X				
28. Climb down ladder	X				
29. Walk forward on command					X
30. Walk backward on command					X
31. Turn head from side to side					X
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					X
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME D

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					X
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					X
44. Jump (get both feet off floor)					X
45. Broad jump					
46. Hop on one foot					X
47. Hop on either foot					X
48. Hop (alternating feet)					
49. Gallop					
50. Skip					
51. Slide					X
52. Run with help					X

NAME D

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name R Title Teacher Date April, 1966	Name G Title Teacher Date May, 1967
A. MOBILITY					
53. Run without help but touching another person	X				
54. Run freely any pattern	X				
55. Run freely cross pattern					
56. Run fast on command					
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					X
2. Do backward roll					
3. Do (number 12) sit-ups					X
4. Do (number 10) push-ups					X
5. Do (number 1) pull-ups					X
6. Climb rope					
7. Throw a ball				X	
8. Bounce a ball				X	

NAME D

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
9. Kick a ball					
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4" beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing push-up					X
16. Do modified sit-up (hold feet down under bars)					X
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					X
19. Girl's pull-up					

NAME D

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Staff Title Date Sept, 1944	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1947
20. Stunt: Skin-the-cat					X
21. Stunt					
(Games)					
22. Play London Bridge					
23. Play Simon Says					X
24. Play What Time Is It, Mr. Fox?					X
C. SWIMMING					
1. Play in splash pool (small)					
2. Sit in splash pool and play					
3. Play with water toys in splash pool					
4. Enter large pool with help					
5. Enter large pool without help	X				
6. Sit on edge of large pool with feet in water	X				

NAME D

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name G Title Teacher Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
7. Stand in corner of pool with adult					
8. Stand in corner of pool without adult					
9. Wade around shallow end of pool without help	X				
10. Be relaxed in pool					X
11. Flutter kick					X
12. Put face in water	X				
13. Submerge head in water	X				
14. Hold breath under water	X				
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					X
18. Float in prone position and regain standing position					X
19. Glide in prone position using flutter kick					X

NAME D

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING:

Child Can:

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967	
20. Dog paddle				X	
21. Back float				X	
22. Float on back and regain standing position				X	
23. Combine arm and leg stroke in prone position				X	
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming				X	
26. Turn over without touching bottom					
27. Jump into shallow end of pool				X	
28. Jump into deep end, level off and swim				X	
29. Standing dive				X	

CHILD E

DEVELOPMENTAL HISTORY

Child E, a girl, was the second of twins born prematurely by approximately three months. He birth weight was three pounds one ounce. The other twin died of a lung abcess at age one month. E was given oxygen in an incubator for six weeks and discharged weighing six pounds. She sat at eight months, said her first words at one year, began walking at three years, and was toilet trained at three and one-half years. She began wearing special shoes at one and one-half years, and braces at age three.

E was enrolled at the Oregon School for the Blind in February, 1962. She had attended a preschool for blind children from the age of one and one-half to three years. She had been in a school for cerebral palsied children (but not blind) from three until the family moved to Oregon. At that time she had four brothers, three older and one younger. Since that time two younger sisters have been born. All the siblings are normal.

MEDICAL

Diagnosis at Crippled Children's Division of the University of Oregon Medical School on June 14, 1962 was: "spastic paraplegia, secondary to prematurity, associated with blindness presumably secondary to retrolental fibroplasia. Her size appears nearly normal and her intelligence seems excellent."

E had surgery at age six to lengthen the Achilles tendon and had another surgery at eight years, nine months at the University of Oregon hospital. In July, 1964 it was felt at the CP clinic that she was walking better although she still needed some support and still tended to turn her feet in. E received physical therapy from January 1963 until February 1967 when it was discontinued.

Examination at the University of Oregon Medical School in the fall of 1964, showed a "mentally retarded white female child with early pubertal changes with spastic diplegia and total blindness." The blindness was due to Retrolental fibroplasia and she had no light perception. It was not possible to obtain a true evaluation of hearing. The EEG was abnormal, "Diffusely slow with no activity in the alpha range."

Psychological evaluation of E in December, 1964, described many deviant behaviors (See Appendix D, and was summarized as follows: "She may be retarded to some unknown degree but her primary problem at this time is psychological in nature and is severe. Her social maturity at this time is retarded." She received a social quotient of 43 on the Maxfield-Buchholz scale of social maturity.

E was seen again in Crippled Children's Division of the University of Oregon Medical School in February, 1965. Her case was reviewed. The greatest question centered about her intellectual potential. Results of verbal tests indicated that she had not learned to verbalize as well as a child of three and one-half although she was ten years and three months of age. They felt that "A condition of retardation (degree not specifiable at this time) underlies the obvious affective disturbances presented by this child." They suggested that some one person at the school try to build a relationship with her and build up simple basic skills within the modalities available to her.

Further psychological evaluation in the department of Medical Psychology in January, 1967 is summarized as follows: "This girl seems to be retarded in intellectual functioning and social maturity. It appears that little change has occurred during the past two years. She still has much echoing behavior, laughs inappropriately at times, functions on a concrete verbal level, has made little change in social maturity skills, and is reported to have difficulty interacting with peers. On the other hand she didn't mouth objects, was quite cooperative, and is reported that she occasionally volunteers information at school."

PERSONAL HYGIENE

E's progress in self care habits has been very slow. She has shown very little improvement. She does a better job of washing and drying herself than at the beginning of the program, has made some progress in cooperation with tooth brushing. If reminded she now uses toilet paper herself. At the beginning of her menstrual periods she resisted wearing sanitary equipment violently. She now accepts it and can use the toilet while wearing it. She needs help in changing pads. (See Appendix D, D-C-2-E

PHYSICAL DEVELOPMENT

E has shown some improvement in some areas of physical skills such as getting into the swimming pool and moving about in the shallow end. She got around without braces for a time but resumed wearing them for the added support. She developed endurance and could walk farther without undue fatigue. Her general progress in this area was poor.

EATING

E made no appreciable progress in eating and table skills.

Her appetite increased. She preferred meats and highly spiced foods. She could identify by taste and odor as well or better than any other child in the program. Much of her spontaneous speech related to food by the second half of the program period. She did not like desserts and had to be encouraged to taste them. Tart grapefruit juice or a raw lemon were favorite foods. She talked about carbonated drinks and enjoyed them while other children had to be forced to taste them.

PSYCHOLOGICAL ADJUSTMENT

E made some gains in this area. At the beginning of the program E's spontaneous speech was mostly severe scolding of salf. Any suggestion made to her would be turned into a severe command full of threats, i.e. "Now don't you make any noise or I'll spank you!" or "Now don't you fall!" She also bit her arm until it bled. If left to her own devices in the residence she was usually found in the back bedroom in the far corner. She responded to paid with hysterical giggles, not tears.

After four or five months of patient acceptance with no scolding, she began to scold herself less and respond more appropriately, i.e. when blocks fell on her she said, "Hurt" and began to cry. Her arm healed. She stopped biting herself and bit other children. There followed a period of aggressiveness with the children she was with most. She also began to throw objects, take things out of drawers and cupboards when she could not have something she wanted, or must do something she did not want to. She protested by taking off her shoes many times a day. Her mother reported that at home if she got mad about something she went from bedroom to bedroom tearing apart the beds.

Gradually this behavior disappeared. She began to join the group of the children to sing and began to ask to be cuddled, generally by an adult. She used language rarely to communicate with others, but began to answer questions quite well. With the beginning of her menstrual periods, she had periods of regression for a few days prior to the onset of her period. She continued to resist change in people and situations.

OBJECT RECOGNITION

E could name many objects, but was less sure about their use. She was rather slow in learning new ones unless they involved taste and smell.

CLASSROOM PERFORMANCE

The level of E's classroom performance remained about the same as when she had first entered school. She functioned at about the level of a beginning kindergarten child. As more difficult activities would be suggested she would resist passively or ask to return to very simple tasks. New learning at this level was accepted.

An unusual behavior of E was her fluent dictation of a letter if she was helped to write on the brailler. Her ordinary conversation consisted of words or phrases, but seated before a brailler she would talk in sentences as rapidly as a normal child, usually telling about her family and often about them being hurt, crying, or wanting to go home. These letters were always addressed to a woman who lived in her home town and also had a blind child, never to her parents. She became embarrassed and hesitant if writing to her mother was suggested. She resists instruction in braille the few times it has been offered.

E enjoys music at the kindergarten level. She learns both the tune and words to songs quickly and easily. She has a good sense of rhythm. She likes to explore sounds on instruments, but does not pick out little tunes.

RECOMMENDATION FOR PLACEMENT

The staff members of the demonstration program felt that E had made little progress except in becoming more able to relate to adults, and to a much lesser extent, to some children. Regular class placement would not be advisable. Further evaluation and advice should be obtained by her parents as to her future.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL

January 10, 1967

E was referred for an evaluation by the Oregon School for the Blind. The child was first observed by the examiner while playing in the waiting room. She was manipulating a rubber tractor, smelling it, and saying "Phew, this smells." After several verbal requests E got up from her chair, walked toward the examiner, followed him down the hall, and then sat in a chair with no physical help.

Once E was seated she did some exploring of her new environment with her hands. She found the table in front of her, another chair, and the typewriter behind her. All of these were correctly identified upon request. Later while the examiner was speaking with Mrs. R, she made a further attempt to explore and found another chair with the Stanford-Binet case on it and when she found the latch started playing with it and said "record player." At times throughout the session she would spontaneously offer irrelevant comments as "quit it," "bananas for snack," or "what did you do on

Wednesday," When asked about any of these things, she would just echo back the examiner's question.

When left on her own E would laugh to herself, flap her hands like a bird, rock back and forth, click her tongue, or else just sit there with her thumb in her eye.

No formal intellectual evaluation could be undertaken because of this child's general lack of response to verbal requests. However, when an object was tapped on the table she would reach for it, grasp it and then could generally identify it upon request. She was able to identify such things as a book, bell, spoon, wooden box, blocks, and car. She could point to any part of her body (mouth, ear, elbow, knee, leg) when asked to do so. E seems to have a fairly large vocabulary and could use words as labels. She also showed she could go beyond this very concrete level by defining a few words correctly (orange, straw, tap, and gown). She knew several songs by memory and sang, "Oh What a Beautiful Morning." When given some blocks she played with them and attempted to put them in a pile. She was able to take a lid off a round metal can and put it back on. Then when it dropped she said "opps" but made no effort to retrieve it.

It seems this child's inability to respond more adequately is not a function of the exam or new situation because she responded no differently for Mrs. R, her teacher.

On the Maxfield-Buchholz scale of social maturity, E received a social age of 55 months with a corresponding social quotient of 39. This indicates little change from the SA of 52 months and the S.Q. of 43 she received 2 years ago.

In summary this girl seems to be retarded in intellectual functioning and social maturity. It appears that little change has occurred during the last two years. She still has much echoing behavior, laughs inappropriately at times, functions on a concrete verbal level, has made little change in social maturity skills, and it is reported has difficulty interacting with peers. On the other hand she didn't mouth objects, was quite cooperative, and it is reported that she occasionally volunteers information at school

The extent that this girl's behavior may be affected by problems of a psychological nature cannot be determined at this time.

Russell Jackson, M.S.
Intern in Medical Psychology

Frederick H. Kanfer, Ph.D.
Professor in Medical Psychology/cw

NAME E

I. PERSONAL HYGIENE

A. WASHING

Child Can: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder					X
13. Wash and dry hands without reminder					X

NAME *E*

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name *Staff* Title Date *Sept, 1964*	Name Title Date	Name Title Date	Name Title Date	Name *Staff* Title Date *May, 1967*
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using					X
16. Wash part of face with hands	X				
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him					
19. Dip washcloth in water and wash face					
20. Wring washcloth and wash					
21. Wash neck					
22. Wash ears and area just behind ears					
23. Wash arms					

NAME E

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:	Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear		X				
2. Play in bathtub of water		X				
3. Play in bathrub of water with toys		X				
4. Cooperate in being washed while in tub		X				
5. Help use washcloth		X				
6. Help use soap and washcloth						X
7. Wash self with verbal directions						X
8. Wash self adequately without direction						
9. Wash with help in shower						
10. Wash self independently in shower						
11. Help dry part of self						X
12. Help dry whole of self						
13. Dry self independently						
14. Put soiled towel in designated place						
15. Clean tub after bathing						

NAME E

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1962
1. Cooperate in having teeth brushed					X
2. Help brush teeth					X
3. Spit out toothpaste and water					
4. Brush teeth independently					
5. Put toothpaste on brush adequately					
6. Rinse teeth and mouth independently					
7. Wash toothbrush					
8. Put toothbrush in proper place					
9. Find own toothbrush					
10. Put cap on toothpaste tube					
11. Put toothpaste tube in designated place					
12. Care for teeth without verbal reminder					

NAME E

I. PERSONAL HYGIENE cont.

D. HAIR CARE

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
Child Can:					
1. Brush hair					
2. Comb hair					
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair					
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief					
5. Put used tissue in wastebasket					

NAME E

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
6. Put handkerchief in pocket					
7. Get tissue from designated place					
8. Get, use, and put away used tissue or handkerchief					
9. Perform #8 quietly and quickly					
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing					X

NAME E

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
9. Unbutton clothing					X
10. Zipper clothing (jeans or slacks)					X
11. Fasten front snap on jeans					
12. Fasten front button on jeans or slacks (girls)					X
13. Fasten side zipper and button or snap					
14. Buckle belt					
15. Use toilet paper with help					X
16. Use toilet paper when reminded					X
17. Use toilet paper independently					X
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					X
2. Use toilet while wearing sanitary equipment without problem					X
3. Change sanitary equipment with help					

NAME E

I. PERSONAL HYGIENE cont.

G. Sanitary Equipment cont.

Child Can:	Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
4. Change sanitary equipment independently						
5. Wrap and place used pads in designated place						
6. Wash soiled clothing						
7. Care for self during menstrual period independently						
H. CARE OF FINGER AND TOE NAILS						
1. Clean fingernails with nail brush						
2. Clean toenails with nail brush						
3. Clean fingernails with file tip						
4. Clean toenails with file tip						
5. Use emery board on fingernails						
6. Use emery board on toenails						
7. Use nail clippers safely						

NAME *E*

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can: Rated by:	Name *Staff* Title Date *Sept. 1964*	Name Title Date	Name Title Date	Name Date Title	Name *Staff* Title Date *May, 1967*
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes	X				
10. Take off dress if unfastened	X				
11. Unfasten and take off dress (front buttons)					X
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					
14. Unzipper and take off dress (back zipper)					

NAME E

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Take off slip	X				
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket					X
18. Unzipper and take off jacket or sweater					X
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood	X				
21. Hang jacket or coat on hook by armhole					
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready					

NAME E

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
28. Identify back from front of undershorts or panties					
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready					
33. Identify back from front of undershirt					
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently					
FOR GIRLS ONLY 36. Cooperate in putting on slip	X				
37. Put slip on if handed garment					
38. Pick up and put on slip from pile of clothing laid ready					
39. Identify back from front of slip					

NAME E

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
40. Put on slip correctly with verbal direction					
41. Put on slip correctly and independently					
42. Cooperate in putting on a dress	X				
43. Put on a dress if handed garment					
44. Pick up and put on a dress from a pile of clothing laid ready					
45. Identify back from front of a dress					
46. Put on a dress correctly with verbal directions					
47. Put on a dress correctly and independently					
48. Fasten a dress which zips in front					X
49. Fasten a dress which buttons in front					
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME *E*

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers					
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME *E*

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name *Staff* Title Date *Sept. 1964*	Name Title Date	Name Title Date	Name *D* Title *Counselor* Date *Aug. 1966*	Name Title Date
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position				X	
75. Put on socks correctly and independently				X	
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					
80. Cross laces to begin tie					
81. Tie simple knot					
82. Tie bow knot					

NAME E

II.

A. EATING AND TABLE SKILLS

Child Can:	Rated By: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Find place at table					X
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal	X				
7. Can feed self somehow	X				
8. Eat food only with fingers	X				
9. Eat some foods with fingers					
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially					
13. Chew food well	X				
14. Eat only a few foods	X				

NAME E

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Eat most foods					
16. Eat whatever is offered					
17. Use spoon with help	X				
18. Use spoon independently					X
19. Use fork					X
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help	X				
28. Use napkin when reminded	X				

NAME E

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder					
30. Fold napkin					
31. Eat without spilling on floor	X				
32. Eat without spilling on table					X
33. Use bread or finger for "pusher"					X
34. Request seconds					X
35. Ask for seconds quietly					X
36. Wait quietly for service					
37. Raise hand for service					
38. Say please					X
39. Say thank you					X
40. Maintain good posture					X
41. Wait patiently until excused					

NAME E

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					
43. Refrain from improper noises					
44. Wash after eating with help	X				
45. Wash after eating with reminder					X
46. Wash after eating independently					
47. Use appropriate silverware					
48. Pass bowl of cookies					
49. Pass plate of dry food					
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME E

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name R Title Teacher Date May, 1965	Name Title Date	Name Staff Title Date May, 1967
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home	X				
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					
8. Can explain reason for crying			X		
9. Gives inappropriate reason for crying	X				
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					X
13. Daydreams to the point where routine activities are halted.					X

NAME E

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Giggles when nothing seems funny to observer	X				
15. Does not explain what is funny when he giggles	X				
16. Giggles when obviously hurt	X				
17. Uses foul words to get attention	X				
18. Curses others to show anger					X
19. Curses to express frustration					X
20. Purposely injures self by biting parts of body	X				
21. Purposely injures self by tearing clothes	X				
22. Purposely injures self by banging head hard					
23. Throws tantrums	X				
24. Seeks protection from adults					
25. Seeks affection from adults					

NAME E

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home	X				
7. Is eager to go home, but does not cry					X
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					X

NAME E

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Approaches other children with hostile intent	X				
2. Rejects friendly approach of other child	X				
3. Tries to hurt younger children	X				
4. Is cruel to animals	X				
5. Objects to taking turns					
6. Takes playthings away from others	X				
7. Takes food away from others	X				
8. Tries to play with others					
9. Is rejected by others in informal play	X				
10. Is accepted by others in informal play					
11. Remains near group but does not participate					X
12. Avoids other children in informal play					X
13. Can carry on a conversation					
14. Initiates conversation					

NAME E

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Ratings:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name R Title Date Aug. 1966	Name Staff Title Date May 1967
15. Answers questions asked by another child					
16. Answers questions asked by adults					X
17. Repeats words or phrases said by another	X				
18. Uses nonsense and made-up words					
19. Shows affection for some adults					X
20. Shows affection for some other children					
21. Asks about absent or ill child					X
22. Says he dislikes a certain child					
23. Says he dislikes a certain adult					
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults				X	
26. Seeks acceptance from peers					
27. Seeks protection from adults					
28. Seeks to play with child of either sex					

NAME E

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Seeks to play with child of same sex					
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way					
32. Is courteous to adults					
33. Is considerate of other children					
34. Enjoys "rough" play					
35. Cooperates for reward					X
36. Cooperates for praise					X
37. Joins peers in common cause					
38. Shows strong self-assertion					
39. Is self-confident (less self-assertive)					
40. Tattles					
41. Knows honesty, but is not always honest					

NAME E

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Shows self-control					
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy					X
46. Is developing a sense of humor					
47. Understands the meaning of responsibility					
48. Respects the rights of others					
49. Respects the feelings of others					
50. Recognizes the abilities of others					
51. Settles arguments quietly with help					
52. Settles arguments quietly without help					
53. Is responsible for equipment					
54. Understands and follows simple rules	X				

NAME E

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions					X
56. Can make suggestions					
57. Is aware of time but ignores it					
58. Asks "Why"					
59. Sees the fallibility of adults					
60. Has limited reasoning ability					X
61. Lacks judgement					X
62. Is concerned only with the immediate					
63. Can anticipate					X
64. Is indecisive					
65. Can make decisions					
66. Can initiate a game or play with another child					
67. Is punctual					

NAME *E*

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name *Staff* Title Date *May, 1962*
68. Shows sex antagonism					
69. Gives encouragement to others					
70. Is beginning to select one or two intimate friends					
71. Seeks praise for things well done					
72. Is self-conscious					
73. Knows right from wrong					X
74. Can finish task or project "in spite of" frustration					

NAME E

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Staff Title Date Sept. 1966	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Crawl in any fashion					
2. Crawl in homologous pattern					X
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern					X
9. Stand with support					
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

4

NAME E

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help					X
19. Climb steps with help	X				
20. Climb steps (both feet on each step)	X				
21. Climb steps (one foot on each step)	X				
22. Climb steps by wall without another person's help					X
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing					
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME E

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name G Title Teacher Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
27. Climb up ladder	X				
28. Climb down ladder	X				
29. Walk forward on command					X
30. Walk backward on command					
31. Turn head from side to side					
32. Turn head to right side on command					
33. Turn head to left side on command					
34. Nod head forward on command					
35. Nod head backward on command					
36. Move arm(s) to right					
37. Move arm(s) to left					
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME E

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					X
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					
44. Jump (get both feet off floor)					X
45. Broad jump					
46. Hop on one foot					
47. Hop on either foot					
48. Hop (alternating feet)					
49. Gallop					
50. Skip					
51. Slide					
52. Run with help					

NAME *E*

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name *G* Title *Teacher* Date *May, 1967*
A. MOBILITY					
53. Run without help but touching another person					
54. Run freely any pattern					
55. Run freely cross pattern					
56. Run fast on command					
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					
2. Do backward roll					
3. Do (number) sit-ups					
4. Do (number) push-ups					
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					X
8. Bounce a ball					X

NAME E

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May 1967
9. Kick a ball					
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing Pull ~~push~~-up					X
16. Do modified sit-up (hold feet down under bars)					X
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					X
19. Girl's pull-up					

NAME E

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

	Rated by: Name G Title Teacher Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					X
23. Play Simon Says					X
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)	X				
2. Sit in splash pool and play	X				
3. Play with water toys in splash pool	X				
4. Enter large pool with help	X				
5. Enter large pool without help	X				
6. Sit on edge of large pool with feet in water	X				

NAME E

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

	Rated by:				
	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
7. Stand in corner of pool with adult					X
8. Stand in corner of pool without adult					X
9. Walk around shallow end of pool without help					X
10. Be relaxed in pool					X
11. Flutter kick					
12. Put face in water					
13. Submerge head in water					
14. Hold breath under water					
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME *E*

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD F

DEVELOPMENTAL HISTORY

Child F, a boy, was born after eight months gestation and was in an air lock for two hours following his birth. He weighed four pounds three ounces. His seventeen year old mother had pre-eclampsia the last month.

F sat at one year, crawled at eighteen months, was put in a walker at three years of age. He was enrolled at Holladay Center in 1960 and came to the state school for the blind in 1962. He was still in a walker but was receiving physical therapy and efforts were being made to teach him to walk. By January his legs were strong enough that he could walk along and push himself. His social maturity seemed comparable to a two year old child. He did not relate to the program nor the children. He was noisy and disturbing. He had begun to walk a little alone by June but otherwise had made very few gains. He was put in a special class the following year.

By the end of that year he was able to say "Hi" on entering the room and "I want something to play with." or "I want to play blocks." A special effort had gone into insisting on the "I" as a request not using "I" was ignored. He had a repetitive manner of playing blocks. He first put it in his mouth with both hands, then held it in his left and banged it on the left side of his head near the temple, then threw it over his left shoulder. He continued with each block until the box or shelf was empty. He could push himself in a large toy wagon by turning the back wheels with his hands. He could ride a toy horse and get off by falling; he could not get on by himself; he could sit in and rock a toy boat. He could walk a few steps alone but tripped over his own feet soon. He would cooperate with a toileting schedule but flushed the toilet and banged the lid constantly if left alone. He now could use fifteen or twenty phrases and simple sentences with meaning.

When F returned to school at the beginning of the next school year he lay on the floor idle and drooling or chewing the rug or the furniture. When given toys he put all of them through the same routine previously described in detail with blocks. He would not void in the toilet but often withheld feces and voided on the floor before he was dressed or dirtied his clothing soon. He was changed eight times in one day in spite of a schedule of being put on the toilet every one and one-half hours. About a month later he had grand mal seizure and improved somewhat. He had been on anticonvulsants medication since age three.

MEDICAL

Diagnosis was spastic paraplegia, and organic brain syndrome 2° to prematurity. He had cortical blindness. Hearing could not be tested because he was uncooperative, and could not learn the conditioned response used with other children (See Appendix E-8)

On re-examination in August of 1966 the neurologist reported: "Neurologically the child's massive defects are becoming more apparent. He is more autistic in his behavior. While he does not show distinct organic deterioration as can be deduced from his neurologic exam, his overall behavior has deteriorated." His conclusion was that he was not educable, that repeat of psychological testing be requested to verify the clinical evidence, and that institutionalization would probably be required. The psychological report confirmed the neurologists findings and the teacher's observations.

PERSONAL HYGIENE

F made very little progress in self care. He could not perform any skills alone, but required adult help in all areas. He was somewhat quieter and more cooperative at home than at school as observed when staff members visited. We felt he used non cooperation to get attention at school. The staff members found it difficult to remain calm and serene with this child. The staff felt uncertain as to how much was physiological and how much a behavior problem. (D-C-2-F to D-C-15-F)

EATING

F could feed himself with his hands. He shoved it in rapidly and did not chew. An adult sat with him and restrained him even if he had to be fed. He enjoyed his food and talked about items served although he might name them incorrectly. He made some progress but not in proportion to the effort expended in teaching him. (See D-C-16-F to D-C-19-F)

PSYCHOLOGICAL ADJUSTMENT

F seemed much less happy at school than at home. He did not cry or ask to go home but if his parents were late coming for him on Friday he would sit by the door and cry quietly. He was always very happy to see them. He was jealous if his father gave attention to other children, as he did sometimes. His parents were very loving and understanding and F felt secure with them. Their over protection probably slowed his progress in walking but he seemed to progress in other ways better at home than at school. The Psychological report seems to uphold this.

Whether this was fair to his siblings was a question for the parents to decide.

OBJECT RECOGNITION

F could recognize a block, ball, spoon, cup, etc. He took little time to explore them, doing most of it by mouthing of objects and had a limited number of objects that he knew.

CLASSROOM PERFORMANCE

F spent his time in the living situation since he did not seem to profit by any group activity and disrupted others. Many hours of staff and some volunteer time were spent on a one-to-one basis with F trying to establish acceptable habits. he was enthusiastic in his approach but seemed to learn very little. He was unable to learn a simple conditioned response so that a hearing evaluation could be made. (See E-8)

RECOMMENDATION FOR PLACEMENT

The staff members felt that F was not making progress but was deteriorating. Also he was taking a disproportionate amount of staff time and disrupting the activities of the other children. For these reasons we asked for re-evaluation at the Medical School during the second summer. Supported by their reports we asked the parents to find some other situation for him.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL
August 16, 1966

F is an 11 year old blind boy referred for intellectual evaluation from the Oregon State School for the Blind where he has been enrolled since 1962. Recent neurological evaluation suggests the possibility of an active deteriorative process. Assessment of F's developmental level is requested to determine whether behavior deterioration also seems to have occurred since his last psychological evaluation on 1/26/65.

F was followed by the Speech and Hearing Department of the Crippled Children's Division from 1959 through 1963. Their reports indicate slight but steady intellectual growth in terms of verbal comprehension. At age 4 years F was said to have the verbal comprehension skills of a 20 month old child. At age 8 years he was estimated to have the verbal skills of a 3½ to 4 year old. According to a 1964 report of his teacher, F had made some slow progress in learning pre-school self-help tasks, would follow simple directions, repeat words on request, and participate in singing with other children.

At the time of his last evaluation in Child Psychiatry in 1965 F had reverted to spending most of the time by head banging, lying idly on the floor, chewing and throwing toys, failing to respond to simple commands. During that evaluation session, he was unable to name familiar objects, repeat his name or follow simple commands even when an attempt was made to use rewards to elicit any response. An estimate of his developmental level based on the Maxfield-Buchholz Scale of Social Maturity for the Blind places him at a social age of 25.6 months. At that time, F's depressed level of functioning could not be accounted for by any known environmental or organic factors. It was recommended at that time that F might be taught simple self-help skills by use of food as a reward.

During the past 1½ years considerable attention has been devoted to attempting to shape simple physical responds, using food or toys as a reward, e.g. raising the hand in response to a tone. F seemed to have been unable to learn this skill even after several months. A change in medication for control of seizures seems to have resulted in fewer physical side effects although the teacher reports that his activity level seems higher. At the present time F must be continually supervised in a small group situation. He appears to be making no progress in learning simple developmental skills.

During this evaluation, F was continually active, chewing, banging his head or throwing objects presented to him. He was not able to say his name, point to named parts of his body, perform simple acts such as raising his arm, standing on command, or name familiar objects presented to him. He did not speak except to say "car" near the end of the evaluation when he had been told they would leave soon in the car. He would not walk alone for any distance, frequently leaning on his teacher's arm. The teacher reports that she sees no marked deterioration in his behavior since 1965. However, she emphasizes that there has been little or no progress during the last year even with the use of special teaching techniques. F has made no gains in use of language. His active and self injurious behavior have been more difficult to control in the school setting. The teacher's responses to the Maxfield-Buchholz Scale again indicate that F functions at a social age of about 2 years, essentially the same level as in 1965. These results and the behavior descriptions given by the teacher would indicate that F is functioning at a severly retarded level and that his ability to learn social or academic skills is very limited.

Because of his lack of progress in developmental skills, use of language, and his hyperactive and self-injurious behavior, the School for the Blind has decided that it is not feasible for F to remain in the program. The school has recommended to the parents that F be placed at Fairview.* The parents, however, would prefer to keep F at home in Portland. In view of F's behavior patterns, as described by the teacher and observed during this evaluation, it does not seem likely that the parents will be able to adequately care for F as well as their 3 other children for any length of time. Involvement of a social worker or the family's minister in counseling the parents regarding placement at Fairview will be discussed with Mrs. R at the School for the Blind and with Dr. S in Peds Neurology.

* Fairview is the Institution
for the retarded in Oregon

Roberta Ray, M.S.
Intern in Medical Psychology

Frederick H. Kanfer, Ph.D.
Professor in Medical Psychology/bc

NAME F

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet					
6. Wash and rinse hands					
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel					
9. Reach for towel					
10. Get towel and use					
11. Wash hands if reminded to do so					
12. Wash hands without reminder					
13. Wash and dry hands without reminder					

NAME F

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
14. Put towel (paper) in wastebasket					
15. Hang towel on rack after using					
16. Wash part of face with hands	X				
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him					
19. Dip washcloth in water and wash face					
20. Wring washcloth and wash					
21. Wash neck					
22. Wash ears and area just behind ears					
23. Wash arms					

NAME F

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth	X				
7. Wash self with verbal directions					
8. Wash self adequately without direction					
9. Wash with help in shower					
10. Wash self independently in shower					
11. Help dry part of self					
12. Help dry whole of self					
13. Dry self independently					
14. Put soiled towel in designated place					
15. Clean tub after bathing					

NAME F

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Cooperate in having teeth brushed	X				
2. Help brush teeth					
3. Spit out toothpaste and water					
4. Brush teeth independently					
5. Put toothpaste on brush adequately					
6. Rinse teeth and mouth independently					
7. Wash toothbrush					
8. Put toothbrush in proper place					
9. Find own toothbrush					
10. Put cap on toothpaste tube					
11. Put toothpaste tube in designated place					
12. Care for teeth without verbal reminder					

NAME F

I. PERSONAL HYGIENE cont.

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
D. HAIR CARE					
Child Can:					
1. Brush hair					
2. Comb hair					
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair					
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose					
3. Help blow nose					X
4. Blow nose when handed tissue or handkerchief					
5. Put used tissue in wastebasket					

NAME F

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
Child Can:					
6. Put handkerchief in pocket					
7. Get tissue from designated place					
8. Get, use, and put away used tissue or handkerchief					
9. Perform #8 quietly and quickly					
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.					
3. Cooperate in using toilet for urine (sitting)					
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet					
6. Pull clothing down to use toilet					
7. Pull clothing up after use of toilet					
8. Unfasten snap on clothing					

NAME F

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Unbutton clothing					
10. Zipper clothing (jeans or slacks)					
11. Fasten front snap on jeans					
12. Fasten front button on jeans or slacks (girls)					
13. Fasten side zipper and button or snap					
14. Buckle belt					
15. Use toilet paper with help					
16. Use toilet paper when reminded					
17. Use toilet paper independently					
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME F

I. PERSONAL HYGIENE cont.

G. Sanitary Equipment cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME F

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Date Title	Name Title Date
1. Take off underpants					
2. Take off jeans or slacks (if unfastened)					
3. Take off jeans or slacks independently					
4. Take off T shirt					
5. Take off shirt if unfastened					
6. Take off shirt					
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes					
10. Take off dress if unfastened					
11. Unfasten and take off dress (front buttons)					
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					
14. Unzipper and take off dress (back zipper)					

NAME F

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
15. Take off slip					
16. Take off sweater (slip over)					
17. Take off buttoned sweater or jacket					
18. Unzipper and take off jacket or sweater					
19. Hang jacket or coat on hook anyway					
20. Hang jacket or coat on hook by hood					
21. Hang jacket or coat on hook by armhole					
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee					
25. Pull up shorts or panties if above feet					
26. Put on undershorts or panties if handed garment					
27. Pick up and put on undershorts or panties from pile of clothing laid ready					

NAME F

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
28. Identify back from front of undershorts or panties					
29. Put on undershorts or panties correctly					
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment					
32. Pick up and put on undershirt from pile of clothing laid ready					
33. Identify back from front of undershirt					
34. Put on undershirt correctly with verbal direction					
35. Put on undershirt correctly and independently					
FOR GIRLS ONLY 36. Cooperate in putting on slip					
37. Put slip on if handed garment					
38. Pick up and put on slip from pile of clothing laid ready					
39. Identify back from front of slip					

NAME F

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40. Put on slip correctly with verbal direction					
41. Put on slip correctly and independently					
42. Cooperate in putting on a dress					
43. Put on a dress if handed garment					
44. Pick up and put on a dress from a pile of clothing laid ready					
45. Identify back from front of a dress					
46. Put on a dress correctly with verbal directions					
47. Put on a dress correctly and independently					
48. Fasten a dress which zips in front					
49. Fasten a dress which buttons in front					
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME F

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers	X				
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME F

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him					
73. Pick up and put on sock					
74. Turn sock so heel is in correct position					
75. Put on socks correctly and independently					
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction					
78. Put shoe on correct foot independently					
79. Pull laces tight in shoe					
80. Cross laces to begin tie					
81. Tie simple knot					
82. Tie bow knot					

NAME F

II.

A. EATING AND TABLE SKILLS

Child Can:

Rated By:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Find place at table					
2. Sit down at table with help	X				
3. Sit down at table without help					
4. Sit quietly for part of meal with supervision					
5. Sit quietly for all of meal with supervision					
6. Sit quietly for all of meal					
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion					
11. Eat only soft foods					
12. Chew food partially	X				
13. Chew food well					
14. Eat only a few foods					

NAME *F*

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name *Staff* Title Date *Sept. 1964*	Name Title Date	Name Title Date	Name Title Date	Name Title Date
15. Eat most foods					
16. Eat whatever is offered	X				
17. Use spoon with help	X				
18. Use spoon independently					
19. Use fork					
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on					
27. Use napkin with help					
28. Use napkin when reminded					

NAME *F*

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name *Staff* Title Date *Sept 1964*	Name Title Date	Name Title Date	Name *R* Title *Teacher* Date *Aug, 1965*	Name Title Date
29. Use napkin without reminder					
30. Fold napkin					
31. Eat without spilling on floor					
32. Eat without spilling on table					
33. Use bread or finger for "pusher"					
34. Request seconds	X				
35. Ask for seconds quietly					
36. Wait quietly for service					
37. Raise hand for service					
38. Say please				X	
39. Say thank you				X	
40. Maintain good posture					
41. Wait patiently until excused					

NAME F

II.

A. EATING AND TABLE SKILLS cont.

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
Child Can:					
42. Use appropriate table conversation					
43. Refrain from improper noises					
44. Wash after eating with help	X				
45. Wash after eating with reminder					
46. Wash after eating independently					
47. Use appropriate silverware					
48. Pass bowl of cookies					
49. Pass plate of dry food					
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME F

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home	X				
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason	X				
8. Can explain reason for crying					
9. Gives inappropriate reason for crying	X				
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.					

NAME F

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
14. Giggles when nothing seems funny to observer	X				
15. Does not explain what is funny when he giggles	X				
16. Giggles when obviously hurt	X				
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard	X				
23. Throws tantrums					
24. Seeks protection from adults					
25. Seeks affection from adults	X				

NAME F

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home	X				
7. Is eager to go home, but does not cry					
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					

NAME F

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Approaches other children with hostile intent	X				
2. Rejects friendly approach of other child					
3. Tries to hurt younger children	X				
4. Is cruel to animals	X				
5. Objects to taking turns					
6. Takes playthings away from others	X				
7. Takes food away from others	X				
8. Tries to play with others					
9. Is rejected by others in informal play	X				
10. Is accepted by others in informal play					
11. Remains near group but does not participate	X				
12. Avoids other children in informal play					
13. Can carry on a conversation					
14. Initiates conversation					

NAME F

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept. 1944	Name Title Date	Name Title Date	Name Title Date	Name Title Date
15. Answers questions asked by another child	X				
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another	X				
18. Uses nonsense and made-up words					
19. Shows affection for some adults	X				
20. Shows affection for some other children					
21. Asks about absent or ill child					
22. Says he dislikes a certain child					
23. Says he dislikes a certain adult					
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults					
26. Seeks acceptance from peers					
27. Seeks protection from adults					
28. Seeks to play with child of either sex	X				

NAME F

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
29. Seeks to play with child of same sex					
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way					
32. Is courteous to adults					
33. Is considerate of other children					
34. Enjoys "rough" play	X				
35. Cooperates for reward					
36. Cooperates for praise					
37. Joins peers in common cause					
38. Shows strong self-assertion	X				
39. Is self-confident (less self-assertive)					
40. Tattles					
41. Knows honesty, but is not always honest					

NAME F

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
42. Shows self-control					
43. Bites nails					
44. Has a short attention span					
45. Is noisy	X				
46. Is developing a sense of humor					
47. Understands the meaning of responsibility					
48. Respects the rights of others					
49. Respects the feelings of others					
50. Recognizes the abilities of others					
51. Settles arguments quietly with help					
52. Settles arguments quietly without help					
53. Is responsible for equipment					
54. Understands and follows simple rules					

NAME F

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name R Title Teacher Date April, 1964	Name Title Date
55. Understands and follows simple directions					
56. Can make suggestions					
57. Is aware of time but ignores it					
58. Asks "Why"					
59. Sees the fallibility of adults					
60. Has limited reasoning ability					
61. Lacks judgement					
62. Is concerned only with the immediate	X				
63. Can anticipate				X	
64. Is indecisive					
65. Can make decisions					
66. Can initiate a game or play with another child					
67. Is punctual					

NAME F

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
68. Shows sex antagonism					
69. Gives encouragement to others					
70. Is beginning to select one or two intimate friends					
71. Seeks praise for things well done					
72. Is self-conscious					
73. Knows right from wrong					
74. Can finish task or project "in spite of" frustration					

NAME F

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date March 1964
Child Can:					
1. Crawl in any fashion					X
2. Crawl in homologous pattern					
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern					
9. Stand with support	X				
10. Stand without support	X				
11. Stand up without help from sitting position					
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME F

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
14. Walk following wall					
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help					
19. Climb steps with help	X				
20. Climb steps (both feet on each step)	X				
21. Climb steps (one foot on each step)					
22. Climb steps by wall without another person's help					
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing					
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME F

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
27. Climb up ladder					
28. Climb down ladder					
29. Walk forward on command					
30. Walk backward on command					
31. Turn head from side to side					
32. Turn head to right side on command					
33. Turn head to left side on command					
34. Nod head forward on command					
35. Nod head backward on command					
36. Move arm(s) to right					
37. Move arm(s) to left					
38. Move arm(s) up					
39. Move arm(s) down					

NAME F

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40. Clap hands (on command)	X				
41. Clap hands to rhythm					
42. Stamp foot (on command)					
43. Stamp foot to rhythm					
44. Jump (get both feet off floor)					
45. Broad jump					
46. Hop on one foot					
47. Hop on either foot					
48. Hop (alternating feet)					
49. Gallop					
50. Skip					
51. Slide					
52. Run with help					

NAME F

IV. PHYSICAL DEVELOPMENT:

A. MOBILITY

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name H Title Counselor Date April 1966	Name Title Date
53. Run without help but touching another person					
54. Run freely any pattern					
55. Run freely cross pattern					
56. Run fast on command					
57. Walk slowly on command					
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					
2. Do backward roll					
3. Do (number) sit-ups					
4. Do (number) push-ups					
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball				X	
8. Bounce a ball				X	

NAME F

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Kick a ball					
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4" beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					
14. Squat					
15. Do standing push-up					
16. Do modified sit-up (hold feet down under bars)					
17. Climb					
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					

NAME F

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Staff Title Date June, 1965	Name Title Date	Name Title Date	Name Title Date	Name Title Date
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					
23. Play Simon Says					
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)	X				
2. Sit in splash pool and play	X				
3. Play with water toys in splash pool	X				
4. Enter large pool with help					
5. Enter large pool without help					
6. Sit on edge of large pool with feet in water					

NAME F

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
7. Stand in corner of pool with adult					
8. Stand in corner of pool without adult					
9. Wade around shallow end of pool without help					
10. Be relaxed in pool					
11. Flutter kick					
12. Put face in water					
13. Submerge head in water					
14. Hold breath under water					
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

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NAME F

IV. PHYSICAL DEVELOPMENT

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD G

DEVELOPMENTAL HISTORY

Child G, a girl, born prematurely, weighed two and one-half pounds. She has an older brother and two older sisters, one of them also born prematurely, who is blind. Four pregnancies before G's birth terminated in miscarriage or the infant's death. G's mother says she had abdominal cramps and an unwell feeling all during her pregnancy with G. Partial placenta separation caused bleeding for eighteen hours before birth of the child.

G was in oxygen in an incubator for sixty days. After she was brought home her mother says she moved very little and did not seem to care if she was held or left alone. At six months of age she did not respond to visual stimulation, did not hold her head up and had almost no balance. She sat alone at one year and crawled at two years. She was fitted with short leg braces at two years eight months but did not walk much until between three and four years of age. The social worker reports that between one and three years of age, G screamed almost steadily day and night. Her mother reports many nightmares and dreams.

G attended a regular nursery school for one year, the Jewish Community Center Preschool for two years, a special preschool for the visually handicapped, and a special program for children with language disorders for a year. This group used a combination of methods from Cruikshank, Kephart, and Montessori. The following year she entered the demonstration program at the Oregon School for the Blind.

MEDICAL

G was seen at the Cerebral Palsy Clinic at the University of Oregon Medical School on February 8, 1962, where diagnosis of mild athetosis was made. Her visual problem was optic atrophy and cataract probably from prematurity with possible cerebral damage; probable in utero mal development. Hearing was normal. G had had one convulsion and at one and one-half years when she had a fever of 105° had been on medication for seizure control since that time. Examination in 1964 showed cerebral palsy, central nervous defect, speech defect, malocclusion of the upper teeth, an abnormal EEG.

Psychological examination showed G had an I.Q. estimated to be in the 50 to 60 range. It was very difficult to understand her speech. On the Maxfield-Buchholz Scale of Social Maturity she received an estimated social quotient of 56. A second evaluation in 1967 showed G functioning at about the same rate of development as before. Her major difficulty being her poor speech which makes communication difficult and is frustrating to her.

G received speech therapy for articulation defect in 1966 and 1967.

PERSONAL HYGIENE

G made good progress in self care habits. She had been carefully trained at home, was well motivated, and improved steadily. Much of her difficulty came from poor coordination but she practiced a great deal. She was one child who had to be restrained from brushing her teeth six times per day! She had some difficulty with buttons and snaps. She needed to be reminded to slow down and finish dressing before leaving her room.

PHYSICAL DEVELOPMENT

G improved physically in many ways. When she first came she stopped every few steps to touch the ground or sidewalk; sometimes even the floor inside the building. When this habit was broken she walked more normally until toward the end of the program she developed very poor posture. She had had a habit of keeping her head down and our frequent reminders to hold her head up resulted in an odd position of the neck. Also she broke the habit of running off the path suddenly and learned to get around the school campus independently. She learned a number of exercises and overcame her fear of the swimming pool although she had not yet learned to swim by the end of the program. (See Appendix D-C-29-G to D-C-37-G)

EATING

G made good progress in eating. In the beginning she would not stay in her chair, or even in the dining room, but learned to do so and wait to be excused. Also at first she spilled so much food that it covered an area of three or four feet around her chair and the table had to be mopped up several times during the meal. By the end of the program she was spilling only a little beside her plate. She ate most foods. (See Appendix D-C-16-G to D-C-19-G)

PSYCHOLOGICAL ADJUSTMENT

G was quite well adjusted after the first strangeness of being away from home for the first time. She was quite aggressive and annoyed the other children by touching them often, which habit she learned to control quite well. She becomes frustrated by her inability to speak clearly and resorts to physical action to express it. Fortunately she is very persistent and willing to practice acquiring skills.

She works well for reward and for praise. She is eager for peer approval as well as that of adults. At first she was afraid of many things, animals, swings, the swimming pool, etc., but she has now become willing to try new experiences. She likes to tease and tries to manipulate others but will stop such behavior with good grace when she meets firm control. She has improved in self-control.

OBJECT RECOGNITION

G does not recognize objects well. If she can use her vision she does quite well, but she lacks tactual skills. She may have some lack of fine discrimination because of her cerebral palsy, or it may be partly the lack of finger skill. She is increasing this knowledge slowly. Because she is well motivated she does better than if her attitude was poor.

CLASSROOM PERFORMANCE

Because of G's severe speech and fine coordination problems she made slow progress in the classroom. She worked hard and showed improvement in large motor activity and social skill. She continued to work with Montessori materials and to develop pre-reading skills. Unless she can develop a good degree of fine discrimination, braille skills will be too difficult. G enjoys listening to stories and seems to understand well.

RECOMMENDATION FOR PLACEMENT

G will need special help in speech and motor development. She should be in as normal a group as possible, but since she cannot do the academic work, will probably have to be in a special class. She should have intensive physical therapy, speech therapy and occupational therapy if at all possible. We felt she should be in a summer program so that she will not lose time until school begins again. The staff members all agreed that she had made good progress. Her parents also were well pleased with the gains she had made.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL

January 24, 1967

G is a partically sighted child who was referred for an intellectual evaluation by the Oregon School for the Blind. It is reported that she is slowly losing her remaining vision due to cataract.

When the examiner met G in the waiting room she verbally greeted him, but was hesitant about coming with him. Finally, she took hold of the examiner's hand and followed him in her hunched-over lurching gait. G was able to respond to simple questions posed by the examiner. However, when she was asked to repeat a response because of her poor speech, she became quite hesitant to speak. During the session G habitually kept her head down most of the time as if looking at the table or floor. This made it even more difficult to understand her speech. During the session G seemed to speak more clearly when saying numbers or asking questions (i.e., Is it time to go now?) than when answering questions. She seemed to need considerable reinforcement to respond freely. Immediate praise for things she did well or for attempting difficult items increased her attention and willingness to respond, but did not increase the intelligibility of her speech. G had an adequate attention span and was not particularly restless. However, when something would catch her eye she would get up from her chair and investigate. For example, at one point she noted an unbrella standing in the corner, went and got it, explored it, dropped it, picked it up, and returned it to its place before coming back to her chair.

On the verbal items of the Stanford-Binet, G achieved at about the 5 year 2 month level. However, this must be considered as a rough estimate because of the difficulty in understanding her speech. It is probable that an appropriate I.Q. estimate would be in the 50 to 60 range. This is the same level at which she was functioning two years ago and indicates that she has continued to learn at about the same rate as measured by the test.

On the Maxfield-Buchholz Scale of Social Maturity for the blind, with Mrs. R as informant, G obtained a social age of 5 years 7 months. This results in the estimated social quotient of 56 which is consistent with the findings on the Binet and suggests that G is generally functioning in the mildly retarded range.

It is reported by the school that over the past two years, G has shown an increased interest in doing things, a greater willingness to work independently, verbalizes more with some improvement in her speech, and is now able to go on her own around the school campus.

In summary G is presently functioning in the mildly retarded range and has been able to maintain her past rate of development. Her major difficulty is her poor speech which is frustrating for her and makes communication difficult.

Russell Jackson, MS.	Frederick H. Kanfer, Ph.D.
Intern in Medical Psychology	Professor of Medical Psychology/bc

NAME G

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder	X				
13. Wash and dry hands without reminder	X				

NAME G

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using	X				
16. Wash part of face with hands	X				
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him					X
19. Dip washcloth in water and wash face					X
20. Wring washcloth and wash					X
21. Wash neck					X
22. Wash ears and area just behind ears					X
23. Wash arms	X				

NAME G

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date Aug. 1965	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth	X				
7. Wash self with verbal directions	X				
8. Wash self adequately without direction					
9. Wash with help in shower			X		
10. Wash self independently in shower			X		
11. Help dry part of self	X				
12. Help dry whole of self			X		
13. Dry self independently					X
14. Put soiled towel in designated place	X				
15. Clean tub after bathing					

NAME G

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Cooperate in having teeth brushed		X				
2. Help brush teeth		X				
3. Spit out toothpaste and water		X				
4. Brush teeth independently		X				
5. Put toothpaste on brush adequately		X				
6. Rinse teeth and mouth independently		X				
7. Wash toothbrush		X				
8. Put toothbrush in proper place		X				
9. Find own toothbrush		X				
10. Put cap on toothpaste tube						X
11. Put toothpaste tube in designated place		X				
12. Care for teeth without verbal reminder		X				

NAME G

I. PERSONAL HYGIENE cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
D. HAIR CARE					
Child Can:					
1. Brush hair	X				
2. Comb hair					
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair					
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket	X				

D- C-6-G

NAME G

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
Child Can:					
6. Put handkerchief in pocket					X
7. Get tissue from designated place	X				
8. Get, use, and put away used tissue or handkerchief					X
9. Perform #8 quietly and quickly					X
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing	X				

NAME G

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name H Title Teacher Date April, 1965	Name Title Date	Name Staff Title Date May, 1967
9. Unbutton clothing			X		
10. Zipper clothing (jeans or slacks)			X		
11. Fasten front snap on jeans			X		
12. Fasten front button on jeans or slacks (girls)			X		
13. Fasten side zipper and button or snap					X
14. Buckle belt					
15. Use toilet paper with help	X				
16. Use toilet paper when reminded	X				
17. Use toilet paper independently	X				
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME G

I. PERSONAL HYGIENE cont.

G. Sanitary Equipment cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME G

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name H Title Teacher Date April, 1965	Name Date Title	Name Title Date
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes	X				
10. Take off dress if unfastened	X				
11. Unfasten and take off dress (front buttons)			X		
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)			X		
14. Unzipper and take off dress (back zipper)					

NAME G

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name H Title Teacher Date April, 1965	Name Title Date	Name Title Date
15. Take off slip	X				
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket			X		
18. Unzipper and take off jacket or sweater			X		
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood			X		
21. Hang jacket or coat on hook by armhole			X		
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready	X				

NAME G

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date April, 1965	Name Title Date	Name Title Date
28. Identify back from front of undershorts or panties			X		
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready	X				
33. Identify back from front of undershirt			X		
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently	X				
FOR GIRLS ONLY 36. Cooperate in putting on slip	X				
37. Put slip on if handed garment	X				
38. Pick up and put on slip from pile of clothing laid ready	X				
39. Identify back from front of slip			X		

NAME G

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Staff Title Date April, 1965	Name Title Date	Name Staff Title Date May, 1967
40. Put on slip correctly with verbal direction	X				
41. Put on slip correctly and independently	X				
42. Cooperate in putting on a dress	X				
43. Put on a dress if handed garment	X				
44. Pick up and put on a dress from a pile of clothing laid ready	X				
45. Identify back from front of a dress			X		
46. Put on a dress correctly with verbal directions	X				
47. Put on a dress correctly and independently	X				
48. Fasten a dress which zips in front			X		
49. Fasten a dress which buttons in front					X
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME G

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Choose clothing suitable for the occasion					X.
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers					
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME G

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Staff Title Date Aug, 1965	Name Title Date	Name Title Date
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position			X		
75. Put on socks correctly and independently			X		
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe			X		
80. Cross laces to begin tie					
81. Tie simple knot					
82. Tie bow knot					

NAME G

II.

A. EATING AND TABLE SKILLS

Child Can:	Rated By: Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date Aug. 1965	Name Title Date	Name Staff Title Date May, 1967
1. Find place at table	X				
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision			X		
5. Sit quietly for all of meal with supervision					X
6. Sit quietly for all of meal					
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially	X				
13. Chew food well					
14. Eat only a few foods					

NAME G

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Staff Title Date Aug, 1965	Name Title Date	Name Title Date
15. Eat most foods	X				
16. Eat whatever is offered	X				
17. Use spoon with help	X				
18. Use spoon independently	X				
19. Use fork			X		
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on			X		
27. Use napkin with help			X		
28. Use napkin when reminded			X		

NAME G

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date Aug. 1966	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder	X				
30. Fold napkin			X		
31. Eat without spilling on floor					X
32. Eat without spilling on table					
33. Use bread or finger for "pusher"					
34. Request seconds	X				
35. Ask for seconds quietly					X
36. Wait quietly for service					
37. Raise hand for service					X
38. Say please	X				
39. Say thank you	X				
40. Maintain good posture					
41. Wait patiently until excused					X

NAME G

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					
43. Refrain from improper noises					
44. Wash after eating with help	X				
45. Wash after eating with reminder	X				
46. Wash after eating independently					X
47. Use appropriate silverware					
48. Pass bowl of cookies					X
49. Pass plate of dry food					X
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME G

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home					
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					
8. Can explain reason for crying	X				
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.					

NAME G

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child: Rated by:	Name Staff Title Date Sept. 1964	Name Staff Title Date April, 1965	Name Title Date	Name Title Date	Name Title Date
14. Giggles when nothing seems funny to observer	X				
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums	X				
24. Seeks protection from adults					
25. Seeks affection from adults		X			

NAME G

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home					
7. Is eager to go home, but does not cry	X				
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					X

NAME G

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date April, 1965	Name Title Date	Name Staff Title Date May, 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child					
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns	X				
6. Takes playthings away from others	X				
7. Takes food away from others	X				
8. Tries to play with others	X				
9. Is rejected by others in informal play	X				
10. Is accepted by others in informal play					X
11. Remains near group but does not participate					
12. Avoids other children in informal play					
13. Can carry on a conversation			X		
14. Initiates conversation			X		

NAME G

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date April 1965	Name Title Date	Name Title Date
15. Answers questions asked by another child	X				
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another	X				
18. Uses nonsense and made-up words					
19. Shows affection for some adults	X				
20. Shows affection for some other children	X				
21. Asks about absent or ill child			X		
22. Says he dislikes a certain child					
23. Says he dislikes a certain adult					
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults	X				
26. Seeks acceptance from peers			X		
27. Seeks protection from adults			X		
28. Seeks to play with child of either sex	X				

NAME G

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Staff Title Date April, 1965	Name Title Date	Name Staff Title Date May, 1967
29. Seeks to play with child of same sex			X		
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way			X		
32. Is courteous to adults	X				
33. Is considerate of other children					X
34. Enjoys "rough" play					X
35. Cooperates for reward					X
36. Cooperates for praise					X
37. Joins peers in common cause					X
38. Shows strong self-assertion	X				
39. Is self-confident (less self-assertive)					X
40. Tattles					X
41. Knows honesty, but is not always honest					

NAME G

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Shows self-control					
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy	X				
46. Is developing a sense of humor					X
47. Understands the meaning of responsibility					X
48. Respects the rights of others					
49. Respects the feelings of others					X
50. Recognizes the abilities of others					
51. Settles arguments quietly with help					X
52. Settles arguments quietly without help					
53. Is responsible for equipment					
54. Understands and follows simple rules					X

NAME G

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date April, 1965	Name Title Date	Name Staff Title Date May 1967
55. Understands and follows simple directions			X		
56. Can make suggestions			X		
57. Is aware of time but ignores it			X		
58. Asks "Why"					
59. Sees the fallibility of adults					X
60. Has limited reasoning ability					X
61. Lacks judgement					X
62. Is concerned only with the immediate					
63. Can anticipate	X				
64. Is indecisive					
65. Can make decisions					X
66. Can initiate a game or play with another child					X
67. Is punctual					

NAME G

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Shows sex antagonism					
69. Gives encouragement to others					X
70. Is beginning to select one or two intimate friends					X
71. Seeks praise for things well done	X				
72. Is self-conscious					
73. Knows right from wrong	X				
74. Can finish task or project "in spite of" frustration					X

NAME G

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name G Title Teacher Date Aug. 1965	Name Title Date	Name Title Date
1. Crawl in any fashion			X		
2. Crawl in homologous pattern					
3. Crawl in homolateral pattern					
4. Crawl in cross pattern			X		
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern			X		
9. Stand with support					
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME G

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)					
21. Climb steps (one foot on each step)	X				
22. Climb steps by wall without another person's help	X				
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing	X				
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME G

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
27. Climb up ladder					X
28. Climb down ladder					X
29. Walk forward on command					X
30. Walk backward on command					X
31. Turn head from side to side					X
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					X
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME G

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					
44. Jump (get both feet off floor)					X
45. Broad jump					
46. Hop on one foot					
47. Hop on either foot					
48. Hop (alternating feet)					
49. Gallop					
50. Skip					
51. Slide					
52. Run with help					X

NAME G

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
A. MOBILITY					
53. Run without help but touching another person					X
54. Run freely any pattern					X
55. Run freely cross pattern					
56. Run fast on command					X
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					X
2. Do backward roll					
3. Do (number) sit-ups					X
4. Do (number) push-ups					
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					X
8. Bounce a ball					X

NAME G

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
9. Kick a ball					X
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing ~~push~~ pull-up					X
16. Do modified sit-up (hold feet down under bars)					X
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					X

NAME G

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date Aug. 1965	Name Staff Title Date Aug. 1966	Name Title Date
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					
23. Play Simon Says					
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)	X				
2. Sit in splash pool and play	X				
3. Play with water toys in splash pool	X				
4. Enter large pool with help			X		
5. Enter large pool without help				X	
6. Sit on edge of large pool with feet in water				X	

NAME G

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date Aug, 1966	Name G Title Teacher Date May, 1967
7. Stand in corner of pool with adult				X	
8. Stand in corner of pool without adult				X	
9. Wade around shallow end of pool without help				X	
10. Be relaxed in pool				X	
11. Flutter kick					X
12. Put face in water					X
13. Submerge head in water					X
14. Hold breath under water					
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME G

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

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FINAL REPORT

Project No. D-071

Grant No. 32-47-0000-1007

VOLUME III

DEVELOPMENT OF A RESIDENTIAL EDUCATION PROGRAM FOR EMOTIONALLY DEPRIVED PSEUDO-RETARDED BLIND CHILDREN

May 1967

Amended April 1, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U. S. Department of
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

EC004820E

CHILD H

DEVELOPMENTAL HISTORY

Child H, the second born of girl twins, was one and one-half months premature. The mother went into labour while on a bus trip so that the babies were delivered by a strange doctor. Both twins were given oxygen in an incubator for about six weeks. H weighed three pounds, two ounces at birth.

H's mother seemed emotionally unstable and disturbed when she described the twin's birth and subsequent development. She cried frequently and it was difficult to get a coherent account of H's development. She said that H cried and banged her head repeatedly until she had surgery for congestive glaucoma.

Family relationships were strained. The parents several times rejected offers of counselling. There were two sisters older than the twins. H seemed to have a stronger relationship with her older sisters than her parents. When she first came to school she often asked for one of them instead of her mother. She rarely mentioned her father.

H and her twin sister attended kindergarten for two years. Special arrangements were made for H to work with the kindergarten teacher one summer also. H started public school but was unable to continue there. She entered the Oregon State School for the Blind at age seven years ten months.

The teacher of the kindergarten class noted frequent periods of withdrawal and arranged that she have special attention from a volunteer since she seemed to respond best in a one-to-one situation. She was also given individual speech therapy. The therapist reported that she had no apparent misarticulation of any sounds, but a problem of language development and infantile speech. She had a language of her own used in her make-believe world inhabited by two good and one bad characters. She lacked vocabulary to express herself adequately. Psychological consultation was recommended.

The psychologist recommended that H spend as much time as possible on a one-to-one basis with adults; that she be kept busy as much as possible; that temper tantrums be ignored unless disrupting the group, when she should be removed from the situation; and that she be approached in an indirect manner since a direct approach stimulated aggressiveness and/or withdrawal.

H made some progress but was withdrawn from the Oregon school and taken to California by her mother before completing the second year. She returned in 1964 and was admitted to the demonstration program.

MEDICAL

Examination at the University of Oregon Medical School at the beginning of the demonstration program showed that H was blind because of Retrolental fibroplasia associated with prematurity; that she had no light perception; that she had a possible five per cent hearing loss; and had psychological character changes secondary to loss of vision. On the Stanford Binet (Form L-M) she received an estimated I.Q. of 60.

The summary of the psychological re-evaluation made in 1967 reads as follows: "In summary H is functioning in the mildly retarded range intellectually. It appears that, as measured by the Stanford-Binet she has been able to approximately maintain her past rate of development. Since some of her negative behaviors have disappeared, it is probable that emotional difficulties are not hindering her behavior to the extent they were in the past."

PERSONAL HYGIENE

H does well with the simple self care skills. The staff members judged her competent except in hair care, some areas in buttoning, sanitary equipment and the care of nails. What does not show on the charts is that her habit of day dreaming interrupts these skills and she needs reminders to finish the job. She always seems able to go on from the point where she stopped without any confusion.

PHYSICAL DEVELOPMENT

H made the greatest gains in exercise skills taught in structured situation but generally on a one-to-one basis. After learning them she was able to perform in a group with verbal instruction. Her coordination is only fair. She developed poor posture, lordosis, and was given special exercises but had not overcome the problem. She was afraid of the water in the beginning but sometimes was relaxed in the pool by the end of the program. (See D-C-29-H to D-C-37-H)

EATING

Her table manners are generally good although she still spills some food around her plate. She accepts most foods readily. She was gaining too rapidly and has accepted a regulation of only one helping of foods without fuss or talking about it. She does eat quite rapidly, thus exhibiting a good appetite, since before denial of second helpings, she had dwadled over her food. (See D-C-16-H to D-C-19-H)

PSYCHOLOGICAL ADJUSTMENT

Except for her habit of withdrawal H does quite well in social interaction. The staff members felt that she maintained a rigid control of her actions and words as if obeying instructions to be "good". Once when given a choice she asked, "May I say No?" She does not go to sleep for many hours after going to bed. We have kept records and it is frequently two or three in the morning before she gets to sleep. She often screamed and told of nightmares at the beginning of the program. The last year she would often tell of funny dreams or "nice" dreams. Most of these seem to be waking dreams and occur before she goes to sleep. She no longer fears sacks or dreams about them since we found out from her sister that she had actually been tied up in a sack and left while playing with her sisters at home. We were able to work this through by talking about it first and then making situations in which H used a sack to hold fresh made popcorn, or packed a picnic lunch in a sack. Gradually she lost her fear of the word and will examine a burlap sack, the same kind of the one in which she was tied. The staff members felt that she could profit from psychological help. Staff members who had known her in the dormitory situation during her first years at school felt that she had made great improvement since that time.

OBJECT RECOGNITION

H does very well with objects until they become very small when her lack of fine coordination seems to make it difficult. She is able to perceive minute differences in the shape of hand-size objects such as pop beads.

CLASSROOM PERFORMANCE

H has an attitude of inattention in a group situation unless she is actively participating. She enjoys stories and dramatic play now, something she would not do at the beginning of school. Her memory is good as she recalls the exact words of a character in a story, she uses them appropriately and need not repeat a whole passage. She enjoys directing other children. She also enjoys both listening to and singing songs, especially the popular ones.

H has made little progress in reading and writing. She did learn to write her name and a few words which she could use in short sentences. Her ability to read these on flash cards was nil. She liked to spell orally and learned a few words. Her spoken grammer is good but she only knows that it "sounds right". Number concepts remained at first grade level. She enjoys music, has a nice voice, and can do some part singing. It must all be memory work as she does not read music.

During this time H learned to play a talking book machine and can be independent in listening.

RECOMMENDATION FOR PLACEMENT

Because H had made improvement in interaction with her environment in the school-living situation we felt she should continue at the school for the blind. Because her skills in academics were so poor she would require special class placement with as much one-to-one instruction as possible. Psychological treatment seemed indicated.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL
January 31, 1967

H was referred for an intellectual evaluation by the Oregon School for the Blind where she has been attending classes since 1961. According to the school's report H is generally pleasant and cooperative. However, her behavior can be variable and she does much better some days than others. It is reported she consistently does better in a one to one situation with an adult than in a group. She interacts with other children, but usually in a motherly or bossy manner. It is reported that H has become easier to manage, has fewer temper tantrums, is less withdrawn, and is doing a greater number of simple tasks (i.e., putting a record on the record player or writing her name in Braille). On the other hand, H habitually doesn't go to sleep until after midnight, has nightmares every night, can't completely dress herself upon request, and sits and thumps the table or floor with an object when there is nothing to do.

When the examiner entered the waiting room, H was standing at a table and did not acknowledge the examiner's presence until after being formally introduced. Then she reached out for the examiner, took his hand and followed him to his office.

Throughout the session H was pleasant and generally cooperative. She seemed at ease with the examiner and attempted to respond to the demands made of her. H was able to carry on an adequate conversation and when talking about things at her level, she became quite verbal. For example, she was able to tell about her mother and sisters being in California.

During the session H made no spontaneous attempt to explore her surroundings. She sat rather still at first, but before long she began yawning frequently and acting as though she were bored or tired. At one point, at the examiner's request, she stood up to stretch, and then explored the room long enough to find another chair to sit in.

On the Stanford-Binet (using only the verbal items), H achieved a mental age of 6 years and 10 months and an estimated IQ of 56. This is consistent with the previous estimate of 60 which she achieved in the 1965 evaluation. When reinforced for correctly doing the easier items, H seemed pleased and showed an increase in motivation. For example, when counting blocks into the examiner's hand she remained actively involved for a considerable length of time because of her success. It is important to note that as the items became more difficult, her answers never became inappropriate to the original question, even though they may not have been correct by the formal scoring. As the items became extremely difficult for her, H would start answering the question but never finish. For example, her response to one difficult question was "Because he...umm...umm...He didn't...a... Because um...He didn't...umm..." **H** seems to have learned that this type of attempt is more socially acceptable than not responding at all.

At the 6 year level, H's basal level, she had no difficulty on any of the items. At the 7, 8, and 9 year levels only 4 items were done correctly and these were all more specific items requiring some experience and memory (i.e., repeating 5 digits, naming the days of the week, saying rhyming words, and defining vocabulary words). H had great difficulty with any kind of abstract reasoning task above the 6 year level.

In summary H is functioning in the mildly retarded range intellectually. It appears that, as measured by the Stanford-Binet she has been able to approximately maintain her past rate of development. Since some of her negative behaviors have dropped out, it is probable that emotional difficulties are not hindering her behavior to the extent they were in the past.

Russell Jackson, M.S.
Intern in Medical Psychology

Frederick H. Kanfer, Ph.D.
Professor in Medical Psychology/cw

NAME H

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder	X				
13. Wash and dry hands without reminder	X				

NAME H

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using	X				
16. Wash part of face with hands	X				
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him	X				
19. Dip washcloth in water and wash face					X
20. Wring washcloth and wash					X
21. Wash neck					X
22. Wash ears and area just behind ears					X
23. Wash arms	X				

NAME H

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth	X				
7. Wash self with verbal directions	X				
8. Wash self adequately without direction					X
9. Wash with help in shower					X
10. Wash self independently in shower					X
11. Help dry part of self	X				
12. Help dry whole of self	X				
13. Dry self independently	X				
14. Put soiled towel in designated place					X
15. Clean tub after bathing					

NAME H

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Cooperate in having teeth brushed	X				
2. Help brush teeth	X				
3. Spit out toothpaste and water	X				
4. Brush teeth independently	X				
5. Put toothpaste on brush adequately					X
6. Rinse teeth and mouth independently	X				
7. Wash toothbrush	X				
8. Put toothbrush in proper place	X				
9. Find own toothbrush	X				
10. Put cap on toothpaste tube					X
11. Put toothpaste tube in designated place					X
12. Care for teeth without verbal reminder					X

NAME H

I. PERSONAL HYGIENE cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
D. HAIR CARE					
Child Can:					
1. Brush hair					X
2. Comb hair					X
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair	X				
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket	X				

NAME H

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
6. Put handkerchief in pocket					X
7. Get tissue from designated place	X				
8. Get, use, and put away used tissue or handkerchief	X				
9. Perform #8 quietly and quickly					X
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing	X				

NAME H

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Unbutton clothing	X				
10. Zipper clothing (jeans or slacks)	X				
11. Fasten front snap on jeans	X				
12. Fasten front button on jeans or slacks (girls)	X				
13. Fasten side zipper and button or snap	X				
14. Buckle belt					
15. Use toilet paper with help	X				
16. Use toilet paper when reminded	X				
17. Use toilet paper independently	X				
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment	X				
2. Use toilet while wearing sanitary equipment without problem	X				
3. Change sanitary equipment with help	X				

NAME H

I. **PERSONAL HYGIENE** cont.

G. Sanitary Equipment cont.

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					X
2. Clean toenails with nail brush					X
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					X
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME H

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Date Title	Name Title Date
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes	X				
10. Take off dress if unfastened	X				
11. Unfasten and take off dress (front buttons)	X				
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)	X				
14. Unzipper and take off dress (back zipper)					

NAME H

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
15. Take off slip	X				
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket	X				
18. Unzipper and take off jacket or sweater	X				
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood	X				
21. Hang jacket or coat on hook by armhole	X				
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready	X				

NAME H

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
28. Identify back from front of undershorts or panties					X
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready	X				
33. Identify back from front of undershirt					X
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently	X				
FOR GIRLS ONLY 36. Cooperate in putting on slip	X				
37. Put slip on if handed garment	X				
38. Pick up and put on slip from pile of clothing laid ready	X				
39. Identify back from front of slip					X

NAME H

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
40. Put on slip correctly with verbal direction	X				
41. Put on slip correctly and independently	X				
42. Cooperate in putting on a dress	X				
43. Put on a dress if handed garment	X				
44. Pick up and put on a dress from a pile of clothing laid ready	X				
45. Identify back from front of a dress					X
46. Put on a dress correctly with verbal directions	X				
47. Put on a dress correctly and independently	X				
48. Fasten a dress which zips in front	X				
49. Fasten a dress which buttons in front	X				
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper	X				
53. Fasten belt in front					X
54. Tie sash in back					

NAME H

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Choose clothing suitable for the occasion					X
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers					
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME H

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position	X				
75. Put on socks correctly and independently					X
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					X
80. Cross laces to begin tie					X
81. Tie simple knot					—
82. Tie bow knot					

NAME H

II.

A. EATING AND TABLE SKILLS

Child Can:

Rated By:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Find place at table	X				
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal	X				
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially					
13. Chew food well	X				
14. Eat only a few foods					

NAME H

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Eat most foods	X				
16. Eat whatever is offered	X				
17. Use spoon with help					
18. Use spoon independently	X				
19. Use fork	X				
20. Use knife for spreading					X
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help					
28. Use napkin when reminded	X				

NAME H

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder	X				
30. Fold napkin					X
31. Eat without spilling on floor	X				
32. Eat without spilling on table					X
33. Use bread or finger for "pusher"					X
34. Request seconds					
35. Ask for seconds quietly					
36. Wait quietly for service	X				
37. Raise hand for service					
38. Say please	X				
39. Say thank you	X				
40. Maintain good posture					
41. Wait patiently until excused	X				

NAME H

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					X
43. Refrain from improper noises	X				
44. Wash after eating with help					
45. Wash after eating with reminder	X				
46. Wash after eating independently	X				
47. Use appropriate silverware	X				
48. Pass bowl of cookies					X
49. Pass plate of dry food					X
50. Serve self and pass bowl of fruit					X
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME H

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Seems depressed during group activities					
2. Seems depressed when left to own devices	X				
3. Seems depressed in evening					
4. Seems depressed on returning to school from home					
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason	X				
8. Can explain reason for crying					
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.	X				

NAME H

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
14. Giggles when nothing seems funny to observer	X				
15. Does not explain what is funny when he giggles	X				
16. Giggles when obviously hurt					
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums					
24. Seeks protection from adults	X				
25. Seeks affection from adults	X				

NAME H

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home					
7. Is not eager to go home, but does not cry	X				
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					

NAME H

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date April, 1965	Name Title Date	Name Staff Title Date May, 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child					
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns					
6. Takes playthings away from others					
7. Takes food away from others					
8. Tries to play with others			X		
9. Is rejected by others in informal play					
10. Is accepted by others in informal play			X		
11. Remains near group but does not participate	X				
12. Avoids other children in informal play					
13. Can carry on a conversation			X		
14. Initiates conversation					X

NAME *H*

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name *Staff* Title Date *Sept. 1964*	Name Title Date	Name *Staff* Title Date *Apr. 1965*	Name Title Date	Name Title Date
15. Answers questions asked by another child			X		
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another					
18. Uses nonsense and made-up words	X				
19. Shows affection for some adults			X		
20. Shows affection for some other children			X		
21. Asks about absent or ill child			X		
22. Says he dislikes a certain child					
23. Says he dislikes a certain adult					
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults			X		
26. Seeks acceptance from peers			X		
27. Seeks protection from adults	X				
28. Seeks to play with child of either sex			X		

NAME H

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date April 1965	Name Staff Title Date Aug. 1966	Name Staff Title Date May, 1967
29. Seeks to play with child of same sex			X		
30. Seeks to play with child of opposite sex				X	
31. Argues when he does not get his own way					
32. Is courteous to adults	X				
33. Is considerate of other children	X				
34. Enjoys "rough" play					
35. Cooperates for reward			X		
36. Cooperates for praise			X		
37. Joins peers in common cause					
38. Shows strong self-assertion			X		
39. Is self-confident (less self-assertive)					X
40. Tattles					
41. Knows honesty, but is not always honest					

NAME H

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Shows self-control					X
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy					
46. Is developing a sense of humor					X
47. Understands the meaning of responsibility					X
48. Respects the rights of others					X
49. Respects the feelings of others					X
50. Recognizes the abilities of others					X
51. Settles arguments quietly with help					X
52. Settles arguments quietly without help					X
53. Is responsible for equipment					X
54. Understands and follows simple rules					X

NAME H

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Staff Title Date April 1, 1966	Name Staff Title Date May, 1967
55. Understands and follows simple directions	X				
56. Can make suggestions				X	
57. Is aware of time but ignores it	X				
58. Asks "Why"					X
59. Sees the fallibility of adults					X
60. Has limited reasoning ability					
61. Lacks judgement					
62. Is concerned only with the immediate					
63. Can anticipate				X	
64. Is indecisive					
65. Can make decisions				X	
66. Can initiate a game or play with another child				X	
67. Is punctual					

NAME H

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Staff Title Date April, 1966	Name Title Date
68. Shows sex antagonism					
69. Gives encouragement to others				X	
70. Is beginning to select one or two intimate friends				X	
71. Seeks praise for things well done	X				
72. Is self-conscious				X	
73. Knows right from wrong	X				
74. Can finish task or project "in spite of" frustration					

NAME H

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name G Title Teacher Date Aug 1965	Name Title Date	Name Title Date	Name Title Date
1. Crawl in any fashion					
2. Crawl in homologous pattern		X			
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern		X			
9. Stand with support					
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME H

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)	X				
21. Climb steps (one foot on each step)					X
22. Climb steps by wall without another person's help	X				
23. Climb flight of steps with a railing					X
24. Climb a flight of steps without using railing					X
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME H

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Date May, 1967
27. Climb up ladder					
28. Climb down ladder					
29. Walk forward on command					X
30. Walk backward on command					X
31. Turn head from side to side					X
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					X
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME G

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					X
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					X
44. Jump (get both feet off floor)					X
45. Broad jump (not much distance)					X
46. Hop on one foot					X
47. Hop on either foot					X
48. Hop (alternating feet)					X
49. Gallop					X
50. Skip one foot					X
51. Slide					X
52. Run with help					X

NAME *H*

IV. PHYSICAL DEVELOPMENT:

	Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name *G* Title *Teacher* Date *May, 1967*
A. MOBILITY						
53. Run without help but touching another person						X
54. Run freely any pattern						X
55. Run freely cross pattern						
56. Run fast on command						X
57. Walk slowly on command						X
B. PHYSICAL SKILLS						
1. Do 1 or more forward rolls						
2. Do backward roll						
3. Do (number) sit-ups						
4. Do (number) push-ups *modified only*						X
5. Do (number) pull-ups						
6. Climb rope						
7. Throw a ball						X
8. Bounce a ball						X

NAME H

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
9. Kick a ball					X
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing push-up					X
16. Do modified sit-up (hold feet down under bars)					X
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					X

NAME H

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					X
23. Play Simon Says					X
24. Play What Time Is It, Mr. Fox?					X
C. SWIMMING					
1. Play in splash pool (small)					
2. Sit in splash pool and play					
3. Play with water toys in splash pool					
4. Enter large pool with help					X
5. Enter large pool without help					X
6. Sit on edge of large pool with feet in water					X

NAME H

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
7. Stand in corner of pool with adult					X
8. Stand in corner of pool without adult					X
9. Wade around shallow end of pool without help					X
10. Be relaxed in pool sometimes					X
11. Flutter kick					X
12. Put face in water					
13. Submerge head in water					
14. Hold breath under water					
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME H

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can: Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD I

DEVELOPMENTAL HISTORY

Child I, a boy, was born prematurely at six months gestation following a pregnancy complicated by intermittent vaginal bleeding throughout and a threatened abortion at three months. Birth was precipitate and accompanied by vaginal bleeding. I weighed two pounds, ten ounces at birth. He was in oxygen and an incubator for three and one-half months. He sat at eight months, stood at one year, and walked at fourteen months according to information from his mother. He reportedly began talking at one year, but speech did not develop in a normal pattern.

I entered the residential school for the blind at age seven at which time his behavior is described as hyperactive, immature, and difficult to deal with. He did not relate to other children, had frequent temper tantrums during which he banged his head on walls and furniture, slept poorly and was not toilet trained.

I was put in special class and given extra attention by the houseparents. By age twelve he could call people by name and ask for what he wanted without prompting; he could move about the school campus independently within well established routes; he was toilet trained and could dress himself if items were put ready to his hand.

I's family situation was very poor. His father had not lived at home and present whereabouts was unknown. The mother has an alcoholic history since before I's birth and has been hospitalized twice. Her care of I was overprotective except when she had a bout of alcoholic illness at which times he was badly neglected. I has two siblings, much older, who are normal. They have cared for him at times, but this is difficult because of his severe behavior problem.

MEDICAL

Diagnosis was that I had "retrolental fibroplasia and glaucoma, mental retardation, probably organic brain damage syndrome with secondary emotional immaturity disturbances. Hearing was judged to be normal. At age ten I was hospitalized for eye examination under anesthesis, then surgery was performed. The left eye was enucleated and a peripheral iridectomy performed on the right eye. A post operative inflammation was due to his behavior. No prosthesis was made.

I had had a psychological evaluation at the University of Oregon Medical School, Crippled Children's Division, at age nine and one-half years. With his mother as an informant he attained an SQ of 35. He was felt to have organic dysfunction. Psychological evaluation at the beginning of the program "indicated retardation with present intellectual and social functioning at a very retarded but undetermined level, with indications of considerably greater ability during the interview." He was felt to have very strong emotional needs for affection and love.

I was not re-evaluated at the close of the program in Medical Psychology. He was so uncooperative in his behavior, that it was felt to be unnecessary since he had had two recent evaluations both agreeing that he was functioning at a very retarded level.

PERSONAL HYGIENE

I had been in the residential school for five years prior to the beginning of the demonstration program and had been taught to dress himself when his clothes were put ready for him by his hand. He could undress without any help. He could wash with supervision and reminders but needed help with details. He could not care for his nose or nails or hair. He was toilet trained.

EATING AND TABLE SKILLS

I ate with his fingers most of the time. He was finally taught to eat some soft foods with a spoon. He was really quite neat in eating with fingers unless he became upset when he was apt to throw food. He had definite likes and dislikes. Because of his behavior and its effect on the other children he had less training than he would have had otherwise.

I had the habit of eating leaves off the shrubs on the grounds. One outside the dining room he liked very well and would snatch a leaf or two when leaving the building. As an experiment celery was provided for him, as much as he would eat, for about six months time. He continued to eat the shrubs at about the same rate. If an adult was present to say "No" just before he snatched, he could be prevented from this habit, but since he moved about independently he had many opportunities for extra greens.

PHYSICAL DEVELOPMENT

I was able to learn simple exercises such as the forward roll, and greatly enjoyed being in the water, but he did not learn to swim. He was strong and enjoyed walking, wrestling (with an adult) swinging and riding the merry-go-round. He did not learn skills such as skating, rhythmic exercises, or to play the simplest of games.

PSYCHOLOGICAL DEVELOPMENT

As shown in the developmental history section, I made little progress in self control. While his outbursts could be prevented most of the time, the control was exercised by the adult staff members, and even some of the other children, not by I himself. He did improve, during the time of the program, in his ability to relate to many more persons, and to other children. He showed best adjustment in a group of not more than two or three, but he learned to tolerate the twenty-five to thirty individuals on field trips. This included both staff members and children.

As I entered adolescence he developed strong sexual drive and made advances to some staff members and to some of the older girls. He could be made to control these actions by stern commands, but he would make fresh advances at another time. He did not become violent when repressed, but did exhibit some sadness.

I on two occasions showed fear at the sound of a strange male voice. One incident was on the visit of the brother of one of the other children who I had never seen before. On hearing the young man's voice I began to shake violently and was obviously terrified. The other time an applicant for position of staff member with the group was looking at the living quarters and spoke to the children. I showed the same fearful reaction. Yet I made two trips by plane to visit his older brother and showed no fear in this strange situation.

At the beginning of the program I had seemed to be most happy when alone. He fiddled constantly with his hands, and chewed everything, including the furniture. By the end of the program he liked to be with others and was aware of them. He also liked to hear a certain record of story or song, and could even wait for it. He would become noisy and look for attention if ignored. He became affectionate and even showed a sense of humor at an obvious joke or funny situation.

I seemed to have a good relationship with his mother, who visited him and at times worked at the school. All the children were fond of her. I exhibited little jealousy of them. He teased his mother more than others and they both enjoyed this.

CLASSROOM PERFORMANCE

I was able to learn by rote a number of songs, nursery rhymes, to count to forty, to fit rings over large pegs. He could fit geometric figures into a form board and name the figure, but he seemed unable to perceive relationships. He might put a foam rubber triangle into a form board, but could not fit a wooden one into another board without first having been taught about the second one. He could play with dishes in water, but could not wash them; he can pull a bed apart, but cannot make it. He ran and twirled on a strange ocean beach in the same manner as he did the grass athletic field at school. He did learn to ask for a record or story and sit listening quietly, but he could answer no questions on it.

RECOMMENDATION FOR PLACEMENT

In view of the extreme behavior problem and poor sleep habits, it became apparent that he could not remain in the residential school when he failed to make further improvement the last year and a half of the program. Consultation was arranged for re-evaluation at the University of Oregon Medical School. They recommended commitment to the Mental Health Division of the State Hospital and Training School for the Retarded, at the same time stating that "There is no very suitable cottage setting for him."

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL
July 21, 1966

I was referred here for evaluation; he is a blind post retrolental fibroplasia, who is making no progress in school and a different institution is desired. He is predominantly presenting problems now of destructiveness at bedtime.

Physical examination revealed a completely uncooperative boy, unable to perform a standardized examination. The boy is able to dress himself when things are handed to him.

Our impression was that of a blind child, post retrolental fibroplasia with retardation. Our recommendation will be that this boy will be more advantageously placed in a permanent custodial institution than in the blind schools, since his educational potential is nil. I see no necessity for the child undergoing extensive neurological or phychological evaluation again at this time.

Calvin Clark, M.D.

(Mrs.) Patsy S. Marble, Supervisor
Department of Medical Reports

NAME I

I. PERSONAL HYGIENE

A. WASHING

Child Can:	Rated by: Name Staff Title Date Sept. 1966	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder					
13. Wash and dry hands without reminder					

NAME I

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using					
16. Wash part of face with hands	X				
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him					X
19. Dip washcloth in water and wash face					
20. Wring washcloth and wash					
21. Wash neck					
22. Wash ears and area just behind ears					
23. Wash arms					X

NAME I

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth					X
7. Wash self with verbal directions					X
8. Wash self adequately without direction					
9. Wash with help in shower					X
10. Wash self independently in shower					
11. Help dry part of self	X				
12. Help dry whole of self					
13. Dry self independently					
14. Put soiled towel in designated place					
15. Clean tub after bathing					

NAME I

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Cooperate in having teeth brushed	X				
2. Help brush teeth					X
3. Spit out toothpaste and water					X
4. Brush teeth independently					
5. Put toothpaste on brush adequately					
6. Rinse teeth and mouth independently					
7. Wash toothbrush					
8. Put toothbrush in proper place					
9. Find own toothbrush					
10. Put cap on toothpaste tube					
11. Put toothpaste tube in designated place					
12. Care for teeth without verbal reminder					

NAME I

I. **PERSONAL HYGIENE** cont.	Rated by:				
	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
D. **HAIR CARE**					
Child Can:					
1. **Brush hair**					
2. **Comb hair**					
3. **Part hair**					
4. **Cooperate in shampoo of hair**					
5. **Help shampoo hair**					
6. **Shampoo hair independently**					
7. **Set hair style**					
E. **CARE OF NOSE**					
Child Can:					
1. **Cooperate in wiping nose**	X				
2. **Help wipe nose**					X
3. **Help blow nose**					X
4. **Blow nose when handed tissue or handkerchief**					X
5. **Put used tissue in wastebasket**					

NAME I

I. PERSONAL HYGIENE cont.

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
E. Care of Nose cont.					
Child Can:					
6. Put handkerchief in pocket					
7. Get tissue from designated place					
8. Get, use, and put away used tissue or handkerchief					
9. Perform #8 quietly and quickly					
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing	X				

NAME I

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
9. Unbutton clothing	X				
10. Zipper clothing (jeans or slacks)	X				
11. Fasten front snap on jeans					X
12. Fasten front button on jeans or slacks (girls)					
13. Fasten side zipper and button or snap					
14. Buckle belt					
15. Use toilet paper with help	X				
16. Use toilet paper when reminded					X
17. Use toilet paper independently					
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME I

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
I. **PERSONAL HYGIENE** cont.					
G. Sanitary Equipment cont.					
Child Can:					
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME I

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can: Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Date Title	Name Title Date
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes					
10. Take off dress if unfastened					
11. Unfasten and take off dress (front buttons)					
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					
14. Unzipper and take off dress (back zipper)					

NAME I

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
15. Take off slip					
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket					
18. Unsipper and take off jacket or sweater	X				
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood					X
21. Hang jacket or coat on hook by armhole					X
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready	X				

NAME I

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
28. Identify back from front of undershorts or panties					
29. Put on undershorts or panties correctly					
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready	X				
33. Identify back from front of undershirt					
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently					
FOR GIRLS ONLY					
36. Cooperate in putting on slip					
37. Put slip on if handed garment					
38. Pick up and put on slip from pile of clothing laid ready					
39. Identify back from front of slip					

NAME I

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40. Put on slip correctly with verbal direction					
41. Put on slip correctly and independently					
42. Cooperate in putting on a dress					
43. Put on a dress if handed garment					
44. Pick up and put on a dress from a pile of clothing laid ready					
45. Identify back from front of a dress					
46. Put on a dress correctly with verbal directions					
47. Put on a dress correctly and independently					
48. Fasten a dress which zips in front					
49. Fasten a dress which buttons in front					
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME I

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					X
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers	X				
62. Put on trousers	X				
63. Fasten trousers at waist	X				
64. Zip trousers	X				
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME I

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position					X
75. Put on socks correctly and independently					X
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					
80. Cross laces to begin tie					
81. Tie simple knot					
82. Tie bow knot					

NAME I

II.

A. EATING AND TABLE SKILLS

Child Can:

Rated By:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Find place at table	X				
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision					
6. Sit quietly for all of meal					
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially					
13. Chew food well	X				
14. Eat only a few foods	X				

NAME I

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Eat most foods					
16. Eat whatever is offered					
17. Use spoon with help	X				
18. Use spoon independently	X				
19. Use fork					X
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help	X				
28. Use napkin when reminded					X

NAME I

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder					
30. Fold napkin					
31. Eat without spilling on floor	X				
32. Eat without spilling on table	X				
33. Use bread or finger for "pusher"					
34. Request seconds	X				
35. Ask for seconds quietly					
36. Wait quietly for service					
37. Raise hand for service					
38. Say please					X
39. Say thank you					
40. Maintain good posture	X				
41. Wait patiently until excused					

NAME I

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					
43. Refrain from improper noises					
44. Wash after eating with help	X				
45. Wash after eating with reminder					X
46. Wash after eating independently					
47. Use appropriate silverware					
48. Pass bowl of cookies					
49. Pass plate of dry food					
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME I

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Seems depressed during group activities	X				
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home					
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason	X				
8. Can explain reason for crying					
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.					

NAME I

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:

Rated by:	Name Title Date Sept, 1964	Name Title Date	Name Staff Title Date Oct, 1964	Name Title Date	Name Title Date
14. Giggles when nothing seems funny to observer	X				
15. Does not explain what is funny when he giggles	X				
16. Giggles when obviously hurt					
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes	X				
22. Purposely injures self by banging head hard	X				
23. Throws tantrums	X				
24. Seeks protection from adults					
25. Seeks affection from adults			X		

NAME I

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member some men	X				
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home					
7. Is eager to go home, but does not cry					
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					

NAME I

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Staff Title Date Jan, 1966	Name Staff Title Date May 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child	X				
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns	X				
6. Takes playthings away from others					
7. Takes food away from others					
8. Tries to play with others				X	
9. Is rejected by others in informal play				X	
10. Is accepted by others in informal play					
11. Remains near group but does not participate	X				
12. Avoids other children in informal play	X				
13. Can carry on a conversation of simple phrases					X
14. Initiates conversation					X

NAME I

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date April 1967
15. Answers questions asked by another child					
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another	X				
18. Uses nonsense and made-up words					
19. Shows affection for some adults	X				
20. Shows affection for some other children					
21. Asks about absent or ill child					
22. Says he dislikes a certain child					
23. Says he dislikes a certain adult					
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults	X				
26. Seeks acceptance from peers					
27. Seeks protection from adults					
28. Seeks to play with child of either sex					X

NAME I

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name P Title Date Sept 1964	Name Title Date	Name S Title Date Nov. 1964	Name Title Date	Name R Title Date May, 1965
29. Seeks to play with child of same sex					
30. Seeks to play with child of opposite sex					X
31. Argues when he does not get his own way					
32. Is courteous to adults					
33. Is considerate of other children					
34. Enjoys "rough" play	X				
35. Cooperates for reward			X		
36. Cooperates for praise					
37. Joins peers in common cause					
38. Shows strong self-assertion					
39. Is self-confident (less self-assertive)					
40. Tattles					
41. Knows honesty, but is not always honest					

NAME I

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name M Title Date Jan, 1966	Name Title Date	Name Title Date
42. Shows self-control					
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy	X				
46. Is developing a sense of humor			X		
47. Understands the meaning of responsibility					
48. Respects the rights of others					
49. Respects the feelings of others					
50. Recognizes the abilities of others					
51. Settles arguments quietly with help					
52. Settles arguments quietly without help					
53. Is responsible for equipment					
54. Understands and follows simple rules					

NAME I

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Staff Title Date Nov, 1965	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions			X		
56. Can make suggestions					
57. Is aware of time but ignores it					
58. Asks "Why"					
59. Sees the fallibility of adults					
60. Has limited reasoning ability					X
61. Lacks judgement					
62. Is concerned only with the immediate	X				
63. Can anticipate					
64. Is indecisive					
65. Can make decisions					
66. Can initiate a game or play with another child					
67. Is punctual					

NAME I

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name R Title Date Nov, 1965	Name Title Date	Name Title Date
68. Shows sex antagonism					
69. Gives encouragement to others					
70. Is beginning to select one or two intimate friends					
71. Seeks praise for things well done			X		
72. Is self-conscious					
73. Knows right from wrong					
74. Can finish task or project "in spite of" frustration					

NAME I

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Staff Title Date Nov. 1965	Name Title Date	Name Title Date	Name Title Date
1. Crawl in any fashion		X			
2. Crawl in homologous pattern					
3. Crawl in homolateral pattern					
4. Crawl in cross pattern		X			
5. Creep in any fashion		X			
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern		X			
9. Stand with support	X				
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME I

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name P.E Teacher Title Date Nov. 1965	Name Title Date	Name Title Date	Name Title Date
14. Walk following wall		X			
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)	X				
21. Climb steps (one foot on each step)	X				
22. Climb steps by wall without another person's help	X				
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing	X				
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME I

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name P.E. Teacher Title Date Jan., 1966	Name Title Date	Name Title Date
27. Climb up ladder			X		
28. Climb down ladder			X		
29. Walk forward on command					
30. Walk backward on command					
31. Turn head from side to side					
32. Turn head to right side on command					
33. Turn head to left side on command					
34. Nod head forward on command					
35. Nod head backward on command					
36. Move arm(s) to right					
37. Move arm(s) to left					
38. Move arm(s) up					
39. Move arm(s) down					

NAME I

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name P.E.-Teacher Title Date Nov, 1966	Name Title Date	Name Title Date
40. Clap hands (on command)			X		
41. Clap hands to rhythm			X		
42. Stamp foot (on command)			X		
43. Stamp foot to rhythm					
44. Jump (get both feet off floor)			X		
45. Broad jump					
46. Hop on one foot					
47. Hop on either foot					
48. Hop (alternating feet)					
49. Gallop					
50. Skip					
51. Slide					
52. Run with help			X		

NAME I

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name C Title P.E. Teacher Date Nov, 1966	Name Title Date	Name Title Date
A. MOBILITY					
53. Run without help but touching another person					
54. Run freely any pattern	X				
55. Run freely cross pattern					
56. Run fast on command					
57. Walk slowly on command					
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls			X		
2. Do backward roll					
3. Do (number) sit-ups					
4. Do (number) push-ups					
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball	X				
8. Bounce a ball	X				

NAME I

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Kick a ball					
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					
14. Squat					
15. Do standing push-up					
16. Do modified sit-up (hold feet down under bars)					
17. Climb					
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					

NAME *I*

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name *Staff* Title Date *Sept 1964*	Name Title Date	Name *G* Title *P.E. Teacher* Date *June, 1965*	Name Title Date	Name Title Date
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					
23. Play Simon Says					
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)					
2. Sit in splash pool and play					
3. Play with water toys in splash pool					
4. Enter large pool with help	X				
5. Enter large pool without help					
6. Sit on edge of large pool with feet in water			X		

NAME I

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name G Title DE Teacher Date June, 1965	Name Title Date	Name Title Date	Name Title Date
7. Stand in corner of pool with adult		X			
8. Stand in corner of pool without adult		X			
9. Wade around shallow end of pool without help		X			
10. Be relaxed in pool		X			
11. Flutter kick					
12. Put face in water		X			
13. Submerge head in water		X			
14. Hold breath under water		X			
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME I

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Staff Title Date June 1965	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom		X			
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD J

DEVELOPMENTAL HISTORY

Child J, a girl, was born after thirty weeks gestation. She weighed two pounds fifteen ounces and was in an incubator for four months. A twin was stillborn. She had two brothers and a sister older than she and a sister younger. J sat up at fifteen months, stood at eighteen months and walked at three years with a definite limp. She began using words at eighteen months. At three and one-half years J showed no cooperation even in simplest person to person relationship except with her family, mainly her mother. She recited the "Hail Mary" to protect herself from contact with the social worker according to report.

J's parents received home counseling for the first three years, J attended a cooperative preschool the following year and a Montessori school the next year. Between age five and seven she attended a preschool for the visually handicapped and had psychotherapy at Portland University using a modified Rogers-Axline approach. At age seven she was enrolled in the special room for blind children with severe learning problems in the public school. She had two years of occupational therapy at Crippled Children's Division of the University of Oregon Medical School. In the summers she was enrolled in park recreation programs and day camp.

J had several psychological evaluations because of behavior problems. There was a history of nervous fragility on both sides of the family and the father had a nervous breakdown about the time of J's birth according to the psychological records. J's kindergarten teacher felt that "J hates J" and said that her favorite song was" The bear went over the mountain, he wishes he could see."

MEDICAL

Diagnosis and the University of Oregon Medical School showed cerebral palsy and an "adjustment reaction of childhood probably 2° to O aggravated by blindness. Earlier diagnosis had been "severe personality disorder presenting an autistic pattern." The visual impairment is Retrolental fibroplasia with bilateral cataracts; light perception only in right eye and none in the left. Hearing was normal. Neurological examination mentioned restriction of flexion of the spine and atrophy of dorsal hand musculature. EEG abnormal.

Psychological evaluation at the close of the demonstration program indicated that J "seems to have leveled off in her intellectual functioning as measured by the WISC she achieved in I.Q. of 48. However she has developed considerable social awareness and is able to generally interact with others as is demonstrated by her conversation with the examiner, her ability to speak with her family on the phone, and her ability to assume responsibility for simple tasks at school.

PERSONAL HYGIENE

J had achieved a reasonable amount of self care skills except where these required fine coordination. She could not manage small zippers or buttons, or bathe independently, or care for nails adequately. (See D-C-2-J to D-C-15-J)

PHYSICAL DEVELOPMENT

J made her greatest gains in skills on gym equipment, and exercises. She acquired some beginning water skills. Individual instruction over long, uninterupted period of time helped her to progress faster than she was able to do in a group gym situation. School records show that she functions less well after long vacations. The continuous program during this project period eliminated that problem.

EATING AND TABLE SKILLS

J had been a fussy eater and did not chew when she entered the residential school. She had begun to accept more foods, to eat more rapidly, and to use spoon and fork before the beginning of the project. She continued to progress. With additional physical exertion her appetite became better. She continues to have difficulty with silverware because of her finger coordination lack, but she does show very slow improvement. Her chewing is still poor but she has improved. (See D-C-16-J to D-C-19-J)

PSHCHOLOGICAL ADJUSTMENT

J's adjustment has been of steady growth through the many educational programs she has had. During this project she regressed some at the beginning of menstruation and continued to have some depression each period. She experienced a major depression of several weeks duration and received psychotherapy. She reacts by withdrawal to even mild criticism and scolding. There was a problem with her adolescent sister for a time. Repeated conferences with the mother and the sister resulted in a better adjustment. J rarely withdraws from her environment and her interaction with adults and peers approaches normality.

OBJECT RECOGNITION

J experiences difficulty with very small objects, but does well considering her physical handicap. She has had a great deal of training time. Her attitude is good. Interest makes her do her very best. This was not true in the beginning year of the program; then we had to overcome her desire to sit in one spot and do little.

CLASSROOM PERFORMANCE

J has not made progress in academic skills. Written material was dropped except for a token amount during this program. Orally she listens to primary materials. She can remember isolated facts but does not seem to relate these into usable information. Her abstract reasoning seems nil. She does well in vocal music and enjoys leading the group in singing.

RECOMMENDATION FOR PLACEMENT

The staff members felt that J would always need supervision and care. She could make little contribution toward self support unless some way could be found to use her musical talent for singing--which seems doubtful. Since she is not disruptive and since there seems no custodial situation available that is acceptable to her family, we suggested that she be returned to a special class in the residential school.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL
January 17, 1967

J was referred for an intellectual evaluation by the Oregon School for the Blind where she has attended classes since 1961. It is reported that she has not noteably progressed in school for the past 4 years. She has had the most difficulty in reading and writing braille. This seems to be because of poor coordination and sensitivity for discrimination in her fingers, as well as her level of intellectual functioning.

It is reported that J has periods of ups and downs which may or may not be associated with her attained puberty and menstrual cycle. During times of depression, she seems to withdraw into herself and regress in behavior (i.e., at one point she was soiling herself). There has also been some concern about her overt friendly actions toward males. J is currently being seen in psychotherapy in an attempt to better understand her behavior.

J was quietly sitting in the waiting room when the examiner entered. Upon being introduced, she extended her hand to shake hands and then easily arose, took hold of the examiner's arm and followed him to his office. Throughout the session she was pleasant and cooperative.

J was able to carry on a conversation with the examiner. She knew her birthdate, was able to describe her ride up from

Salem, some of her activities in school and things she liked to do. When asked what she liked most she said "music" and then said the words to her favorite song "Winchester Cathederal." When J became excited or enthusiastic about something her head would tilt to one side, her hands would shake, and her legs and feet would jiggle up and down. At other times during the session J laughed or smiled with no apparent reason, but this did not seem to detract attention from the tasks at hand. She related that her favorite time is bedtime because she can "think." From her report there is probably considerable fantasy.

On the Verbal portion of the WISC, J achieved in I.Q. of 48. In an evaluation two years ago, J achieved a Verbal I.Q. of 60 on the WISC, but it is important to note that when her present protocol was compared with the previous one, she seemed to be responding on almost exactly the same level which accounts for the drop in IQ score. In fact, many of her responses (whether right or wrong) were exactly the same as before. Many responses seemed to be concrete free associations to parts of the question. For example, "you walk with your legs and throw with your...knees" or "what should you do if you see a train approaching a broken track?...stay off the track."

In some areas J's performance was poorer than two years ago. For example, she previously was able to count blocks correctly. This time, although she could count to 9, the number of blocks in her hand didn't correlate with what she was counting. Mrs. R, her teacher, reports that her performance on a task such as this has always been variable. No matter how often this is worked on in school, J has never been consistent in counting correctly from one day to the next.

Throughout the test J's performance was uniformly low with almost no scatter among the sobscale scores. The results indicate she is currently functioning in the moderately retarded range intellectually.

In summary J seems to have leveled off in her intellectual functioning as measured by the WISC. However, she has developed considerable social awareness and is able to generally interact with others as is demonstrated by her conversation with the examiner, her ability to speak with her family on the phone, and her ability to assume responsibility for simple tasks at school.

Russell Jackson, M.S.	Frederick H. Kanfer, Ph.D.
Intern in Medical Psychology	Professor in Medical Psychology/cw

NAME J

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder					X
13. Wash and dry hands without reminder					X

NAME J

I. PERSONAL HYGIENE cont.

A. WASHING

Child can: Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using	X				
16. Wash part of face with hands					
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him					
19. Dip washcloth in water and wash face					
20. Wring washcloth and wash					
21. Wash neck					
22. Wash ears and area just behind ears					
23. Wash arms					X

NAME J

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth	X				
7. Wash self with verbal directions	X				
8. Wash self adequately without direction					
9. Wash with help in shower					X
10. Wash self independently in shower					
11. Help dry part of self	X				
12. Help dry whole of self					
13. Dry self independently					
14. Put soiled towel in designated place					
15. Clean tub after bathing					

NAME J

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Cooperate in having teeth brushed	X				
2. Help brush teeth	X				
3. Spit out toothpaste and water	X				
4. Brush teeth independently	X				
5. Put toothpaste on brush adequately					
6. Rinse teeth and mouth independently	X				
7. Wash toothbrush	X				
8. Put toothbrush in proper place	X				
9. Find own toothbrush					
10. Put cap on toothpaste tube					
11. Put toothpaste tube in designated place					X
12. Care for teeth without verbal reminder					

NAME J

I. PERSONAL HYGIENE cont.

	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
D. HAIR CARE					
Child Can:					
1. Brush hair					X
2. Comb hair					
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair					
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket	X				

NAME c)

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
Child Can:					
6. Put handkerchief in pocket					X
7. Get tissue from designated place	X				
8. Get, use, and put away used tissue or handkerchief	X				
9. Perform #8 quietly and quickly					
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing					X

NAME)

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
9. Unbutton clothing					X
10. Zipper clothing (jeans or slacks)					X
11. Fasten front snap on jeans					
12. Fasten front button on jeans or slacks (girls)					
13. Fasten side zipper and button or snap					X
14. Buckle belt					
15. Use toilet paper with help	X				
16. Use toilet paper when reminded	X				
17. Use toilet paper independently	X				
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment	X				
2. Use toilet while wearing sanitary equipment without problem	X				
3. Change sanitary equipment with help					

NAME J

I. **PERSONAL HYGIENE** cont.

G. Sanitary Equipment cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME J

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Date Title	Name Staff Title Date May 1967
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes					X
10. Take off dress if unfastened	X				
11. Unfasten and take off dress (front buttons)					X
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					X
14. Unzipper and take off dress (back zipper)					

NAME c)

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Take off slip	X				
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket					X
18. Unsipper and take off jacket or sweater	X				
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood	X				
21. Hang jacket or coat on hook by armhole					
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready					X

NAME J

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
28. Identify back from front of undershorts or panties					
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready					X
33. Identify back from front of undershirt					
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently					X
FOR GIRLS ONLY 36. Cooperate in putting on slip	X				
37. Put slip on if handed garment	X				
38. Pick up and put on slip from pile of clothing laid ready					X
39. Identify back from front of slip					

NAME c)

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
40. Put on slip correctly with verbal direction	X				
41. Put on slip correctly and independently					X
42. Cooperate in putting on a dress	X				
43. Put on a dress if handed garment	X				
44. Pick up and put on a dress from a pile of clothing laid ready					X
45. Identify back from front of a dress					
46. Put on a dress correctly with verbal directions	X				
47. Put on a dress correctly and independently					X
48. Fasten a dress which zips in front	X				
49. Fasten a dress which buttons in front (big buttons)					X
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME)

I. **PERSONAL HYGIENE** cont.

I. Dressing cont.

Child Can:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Choose clothing suitable for the occasion					X
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers					
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME J

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position					X
75. Put on socks correctly and independently					X
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					
80. Cross laces to begin tie					
81. Tie simple knot					—
82. Tie bow knot					

NAME J

II.

A. EATING AND TABLE SKILLS

Child Can:

Rated By:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Find place at table					X
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal	X				
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially	X				
13. Chew food well					
14. Eat only a few foods					

NAME ____)____

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
15. Eat most foods	X				
16. Eat whatever is offered					
17. Use spoon with help					
18. Use spoon independently	X				
19. Use fork	X				
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help					
28. Use napkin when reminded	X				

NAME J

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder	X				
30. Fold napkin					
31. Eat without spilling on floor	X				
32. Eat without spilling on table					
33. Use bread or finger for "pusher"					X
34. Request seconds					
35. Ask for seconds quietly					
36. Wait quietly for service	X				
37. Raise hand for service	X				
38. Say please	X				
39. Say thank you	X				
40. Maintain good posture					X
41. Wait patiently until excused	X				

NAME J

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					X
43. Refrain from improper noises	X				
44. Wash after eating with help					
45. Wash after eating with reminder	X				
46. Wash after eating independently					
47. Use appropriate silverware					
48. Pass bowl of cookies					X
49. Pass plate of dry food					X
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					X
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME J

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Rated by:	Name *Staff* Title Date *Sept 1964*	Name Title Date	Name *Staff* Title Date *April 1964*	Name Title Date	Name Title Date
Child:					
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home			X		
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason			X		
8. Can explain reason for crying			X		
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.	X				

NAME

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Giggles when nothing seems funny to observer					
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums					
24. Seeks protection from adults	X				
25. Seeks affection from adults					X

NAME

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Title Date	Name Title Date	Name Staff Title Date April 1966	Name Title Date	Name Staff Title Date May 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member			X		
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home			X		
7. Is eager to go home, but does not cry					X
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					X

NAME J

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child					
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns					
6. Takes playthings away from others					
7. Takes food away from others					
8. Tries to play with others					X
9. Is rejected by others in informal play					
10. Is accepted by others in informal play					X
11. Remains near group but does not participate					
12. Avoids other children in informal play					
13. Can carry on a conversation	X				
14. Initiates conversation	X				

NAME)

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Answers questions asked by another child	X				
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another	X				
18. Uses nonsense and made-up words					
19. Shows affection for some adults	X				
20. Shows affection for some other children					X
21. Asks about absent or ill child					X
22. Says he dislikes a certain child					X
23. Says he dislikes a certain adult					X
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults	X				
26. Seeks acceptance from peers					X
27. Seeks protection from adults					X
28. Seeks to play with child of either sex					

NAME J

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Seeks to play with child of same sex					X
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way					
32. Is courteous to adults	X				
33. Is considerate of other children					X
34. Enjoys "rough" play					
35. Cooperates for reward					X
36. Cooperates for praise	X				
37. Joins peers in common cause					X
38. Shows strong self-assertion	X				
39. Is self-confident (less self-assertive)					
40. Tattles					X
41. Knows honesty, but is not always honest					

NAME ____________

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
42. Shows self-control	X				
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy					
46. Is developing a sense of humor					X
47. Understands the meaning of responsibility					X
48. Respects the rights of others					X
49. Respects the feelings of others					X
50. Recognizes the abilities of others					X
51. Settles arguments quietly with help					X
52. Settles arguments quietly without help					X
53. Is responsible for equipment					X
54. Understands and follows simple rules	X				

NAME J

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions	X				
56. Can make suggestions					X
57. Is aware of time but ignores it					
58. Asks "Why"					X
59. Sees the fallibility of adults					X
60. Has limited reasoning ability					X
61. Lacks judgement					X
62. Is concerned only with the immediate	X				
63. Can anticipate					X
64. Is indecisive					
65. Can make decisions					X
66. Can initiate a game or play with another child					X
67. Is punctual					

NAME J

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Shows sex antagonism					
69. Gives encouragement to others					X
70. Is beginning to select one or two intimate friends					X
71. Seeks praise for things well done	X				
72. Is self-conscious					X
73. Knows right from wrong					X
74. Can finish task or project "in spite of" frustration					

NAME J

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name R Title Teacher Date Aug. 1965	Name Title Date	Name Title Date	Name Title Date
1. Crawl in any fashion		X			
2. Crawl in homologous pattern		X			
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern		X			
8. Creep in cross pattern					
9. Stand with support					
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME J

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)	X				
21. Climb steps (one foot on each step)					X
22. Climb steps by wall without another person's help					X
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing					
25. Walk up ramp					X
26. Walk down ramp					X

NAME J

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name G Title Teacher Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
27. Climb up ladder					X
28. Climb down ladder					X
29. Walk forward on command	X				X
30. Walk backward on command					
31. Turn head from side to side	X				
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME J

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					X
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					X
44. Jump (get both feet off floor)					X
45. Broad jump					
46. Hop on one foot					X
47. Hop on either foot					
48. Hop (alternating feet)					
49. Gallop					X
50. Skip					
51. Slide					X
52. Run with help					X

NAME J

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name G Title Teacher Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May 1967
A. MOBILITY					
53. Run without help but touching another person					X
54. Run freely any pattern					X
55. Run freely cross pattern					
56. Run fast on command					X
57. Walk slowly on command	X				
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					
2. Do backward roll					
3. Do (number 10) sit-ups					X
4. Do (number 8) push-ups					X
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					X
8. Bounce a ball					X

NAME J

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

	Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
9. Kick a ball						X
10. Walk a balance(4") beam for 3 feet						
11. Walk a balance(4") beam for 6 feet						
12. Walk a balance(4") beam for 8 feet						
(Stall bars)						
13. Rise up on toes						X
14. Squat						X
15. Do ~~standing push-up~~ forward pulls						X
16. Do modified sit-up (hold feet down under bars)						X
17. Climb						X
(Horizontal Bars)						
18. Boy's pull-up						
19. Girl's pull-up						X

NAME J

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					X
23. Play Simon Says					X
24. Play What Time Is It, Mr. Fox?					X
C. SWIMMING					
1. Play in splash pool (small)					
2. Sit in splash pool and play					
3. Play with water toys in splash pool					
4. Enter large pool with help					
5. Enter large pool without help					X
6. Sit on edge of large pool with feet in water					X

NAME J

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
7. Stand in corner of pool with adult					X
8. Stand in corner of pool without adult					X
9. Wade around shallow end of pool without help					
10. Be relaxed in pool					
11. Flutter kick					
12. Put face in water					X
13. Submerge head in water					X
14. Hold breath under water					X
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME J

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD K

DEVELOPMENTAL HISTORY

Child K, a girl, was born prematurely, weighing three pounds four ounces, and was in an incubator for six weeks. She was six months of age before she weighed five pounds. She sat at one year and did not walk until three years. At six years she had only a minimal amount of spontaneous speech. During examination at the University of Oregon Medical School she was described as very negative, irritable and extremely timid and fearful.

Her nursery teacher described her first day at school as:

1. K "sits on the floor with her hands made into fists covering her eyes.
2. K shows fear of anything that touches her body.
3. K rejects all toys placed in her hands.
4. K does not speak but cries continually.
5. K does not respond to words spoken to her.
6. K will walk, but only when placed on her feet and led by an adult. When motion is stopped by the leader she wants to sit on the floor again."

After twenty days at nursery school K had not cried for three days and had walked a few steps holding onto her blanket. She seemed to walk better with an object in her hands.

K attended the nursery for eighteen months. She was enrolled in the residential school at about age five.

K was the child of migrant workers who have remained in the area near and around the residential school. A welfare worker's report states that as an infant she and her siblings were cared for by the maternal grandmother while both parents worked in the fields seasonally. The housemother at the residential school reported that at age five K had no real communication except by crying or not crying. She could repeat after one "ma ma, Da dy, bye bye, ni ni." She was not toilet trained. She could not feed herself and resisted being fed. She had no interest in toys other than holding or flipping a piece of paper or string in her hand. Anything else put in her hand was immediately thrown on the floor with no interest shown. She resisted other children being near her. She was a poor sleeper, late going to sleep and often awake for long periods during the night. She was a bed wetter and dribbled during the day.

MEDICAL

"Totally blind child with retrolental fibroplasia with no demonstrable neurological disorder. Ancillary history of uninary dribbling." was the summary of evaluation at the

University of Oregon Medical School. Referral was made to the urology clinic. Under treatment the bed wetting and dribbling stopped. Hearing was normal.

Psychological evaluation, using only the verbal items on the Stanford-Binet yielded in I.Q. of 51 in 1965 and 48 in 1967. Comment is made that "K did well in defining the various vocabulary words, however her speech when responding to these items took an extreme effort because of her stuttering. When the examiner patiently waited for her response, she was able to express what she knew. Before the test was over, and particularly when the examiner went back to some easier items, she became much more comfortable and her stuttering disappeared."

PERSONAL HYGIENE

Because K had been in school for six years before the beginning of the demonstration program, she had learned most of the self-care skills we charted. She needed help with her hair and in using sanitary equipment. On the whole she does very well in the routines she has been taught.

EATING AND TABLE SKILLS

K shows the same type of learning in eating and table skills as in personal hygiene. Her progress has been slow but in six years time she has learned most of the fundamental skills. She does not maintain good posture, but tends to hold her head down over her plate.

PHYSICAL DEVELOPMENT

K has matured into a well formed young girl and takes pleasure in active gymnastic exercises. She still resists new learning which has hampered her in some exercise skills.

PSYCHOLOGICAL ADJUSTMENT

K has not made as much progress in psychological adjustment as she has in routine self care skills. She is still irritable and tends to become upset. She will not discuss her problems except with those she trusts well and sometimes it is hard to get her to listen enough to know who is trying to help her. When she is reached, she can be reasoned with and follow through on the advice. Expectations that are a little too high result in increased tension. She reveals this by stuttering and long pauses in conversation.

K did show a very normal development by becoming interested in one of the boys in the program, and as he returned the interest there was the usual teasing behavior as often seen in young adolescents. If C did not tease K, K would say, "C, you're not teasing me." They were loud and used poor judgment, but it was gratifying to see so normal a development. Either one became anxious if the other was absent because of illness or family travel. They have retained this liking for one another and one of the effective rewards for good behavior or accomplishment in difficult work is to allow them to "visit" one another.

CLASSROOM PERFORMANCE

Academic skills have come so slowly to K that she has really not learned any written skills and her oral numbers are confined to counting and numbers under ten. She does have concepts of big and little, up and down, etc., and a comcept of time in a simple form, but only after an excessive amount of drill.

On the other hand she has progressed to excellent exploratory skills and gets more out of a field trip than many other children. She recalls these experiences well. Her interests remain at a first grade level in listening material. Her finger skills are good and she can learn craft skill. She enjoyed making pottery even on the difficult potters wheel we tried to use.

RECOMMENDATION FOR PLACEMENT

It would seem that K should be able to work in a sheltered workshop situation if she can receive adequate training and help in adjusting to such a situation. She will always need to be in a supervised situation. For the present a special class placement in the residential school seemed indicated with stress on the pre-vocational skills and none on academics.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL

February 28, 1967

K was referred for an intellectual evaluation by the Oregon School for the Blind.

All the time while K was in the waiting room she was actively involved manipulating and playing with various objects, particularly the tinker toys. She was able to fit several pieces together. K easily came with the examiner and once in his office sat quietly in her chair. She appeared not to have any of the mannerisms generally noted in the blind children previously seen from the multihandicapped program (i.e. rocking back and forth or sticking her fingers in her eyes). However, she nervously played with her fingers or crinkled her dress for most of the session.

K could carry on a limited conversation about specific things found in her daily routine, but not a more general interaction. When asked about her relationship with one of the other students she told of some of the things they did together. An example of her reasoning is as follows: "I like him. He has some shaving cream and now shaves. I would like to shave...because then I could have some shaving lotion. It smells good."

Using only the verbal items on the Stanford-Binet, K achieved an MA of 5-8 with the resulting prorated IQ of 48. This score is consistent with her previous IQ of 51 on the Binet of 1965, and suggests she is consistently functioning in the moderately retarded range. K did well in defining the various vocabulary words, however, her speech when responding to these items took an extreme effort because of her stuttering. When the examiner patiently waited for her response, she was able to express what she knew. Before the test was over, and particularly when the examiner went back to some easier items, she became much more comfortable and her stuttering disappeared.

This girl responded well to reinforcement. She worked enthusiastically at counting blocks because she could succeed and was reinforced. As the items became more difficult she would often say "I don't know that yet" which indicates she is aware of the expectations of society.

It is reported by the school that K is doing very poorly academically and has made little progress in the past two years. She does not read the regular size braille, but can read some words when using map tacks to make the braille designs. Her ability to count and define words at the six year level but missing the more abstract items suggests she is functioning at about the beginning of the first grade academically. This is thus consistent with the school report.

The school reports that K has continued to make modest gains in her social interaction, communication skill and self help skills. She appears to be functioning somewhere in the 6 to 7 year range as estimated by the Vineland Social Maturity Scale. She has been able to assume a number of responsibilities at the school. For example, she can make her own bed, clean the bathroom sink, and run the carpet sweeper.

In summary, it appears that K is presently functioning in the moderately retarded range intellectually and has almost maintained her past rate of growth. She is still extremely anxious in new situations, but the fact that she was much more at ease before the session was over, suggests she is becoming more capable of adapting to new situations.

Russell Jackson, M.S. Intern in Medical Psychology	Frederick H. Kanfer, Ph.D. Professor in Medical Psychology/cw

NAME *K*

I. PERSONAL HYGIENE

A. WASHING

Rated by:

Child Can:	Name *Staff* Title Date *Sept. 1964*	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder	X				
13. Wash and dry hands without reminder	X				

NAME K

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using	X				
16. Wash part of face with hands					
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him	X				
19. Dip washcloth in water and wash face	X				
20. Wring washcloth and wash					X
21. Wash neck	X				
22. Wash ears and area just behind ears	X				
23. Wash arms	X				

NAME K

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:	Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear		X				
2. Play in bathtub of water		X				
3. Play in bathrub of water with toys		X				
4. Cooperate in being washed while in tub		X				
5. Help use washcloth		X				
6. Help use soap and washcloth		X				
7. Wash self with verbal directions		X				
8. Wash self adequately without direction		X				
9. Wash with help in shower						X
10. Wash self independently in shower						X
11. Help dry part of self		X				
12. Help dry whole of self		X				
13. Dry self independently		X				
14. Put soiled towel in designated place						X
15. Clean tub after bathing						X

NAME K

I. Personal Hygiene cont.

C. **CARE OF TEETH**

Child Can: Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Cooperate in having teeth brushed	X				
2. Help brush teeth	X				
3. Spit out toothpaste and water	X				
4. Brush teeth independently	X				
5. Put toothpaste on brush adequately					X
6. Rinse teeth and mouth independently	X				
7. Wash toothbrush	X				
8. Put toothbrush in proper place	X				
9. Find own toothbrush	X				
10. Put cap on toothpaste tube					X
11. Put toothpaste tube in designated place					X
12. Care for teeth without verbal reminder					X

NAME K

I. PERSONAL HYGIENE cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
D. HAIR CARE					
Child Can:					
1. Brush hair	X				
2. Comb hair	X				
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair	X				
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket	X				

NAME K

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
6. Put handkerchief in pocket	X				
7. Get tissue from designated place	X				
8. Get, use, and put away used tissue or handkerchief	X				
9. Perform #8 quietly and quickly	X				
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing	X				

NAME K

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
9. Unbutton clothing	X				
10. Zipper clothing (jeans or slacks)	X				
11. Fasten front snap on jeans	X				
12. Fasten front button on jeans or slacks (girls)	X				
13. Fasten side zipper and button or snap					X
14. Buckle belt					X
15. Use toilet paper with help	X				
16. Use toilet paper when reminded	X				
17. Use toilet paper independently	X				
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment	X				
2. Use toilet while wearing sanitary equipment without problem	X				
3. Change sanitary equipment with help					

NAME K

I. **PERSONAL HYGIENE** cont.

G. Sanitary Equipment cont.

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
Child Can:					
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					X
2. Clean toenails with nail brush					X
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME K

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Date Title	Name Staff Title Date May, 1967
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes					X
10. Take off dress if unfastened	X				
11. Unfasten and take off dress (front buttons)					X
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)	X				
14. Unzipper and take off dress (back zipper)					

NAME K

I. PERSONAL HYGIENE cont.

I. Dressing

Child Can: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Take off slip	X				
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket	X				
18. Unzipper and take off jacket or sweater	X				
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood	X				
21. Hang jacket or coat on hook by armhole	X				
22. Hang jacket or coat on hanger (with help)					X
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready	X				

NAME K

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
28. Identify back from front of undershorts or panties	X				
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready	X				
33. Identify back from front of undershirt	X				
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently	X				
FOR GIRLS ONLY 36. Cooperate in putting on slip	X				
37. Put slip on if handed garment	X				
38. Pick up and put on slip from pile of clothing laid ready	X				
39. Identify back from front of slip	X				

NAME K

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
40. Put on slip correctly with verbal direction	X				
41. Put on slip correctly and independently	X				
42. Cooperate in putting on a dress	X				
43. Put on a dress if handed garment	X				
44. Pick up and put on a dress from a pile of clothing laid ready	X				
45. Identify back from front of a dress	X				
46. Put on a dress correctly with verbal directions	X				
47. Put on a dress correctly and independently	X				
48. Fasten a dress which zips in front	X				
49. Fasten a dress which buttons in front					X
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					X
53. Fasten belt in front					X
54. Tie sash in back					

NAME K

I. **PERSONAL HYGIENE** cont.

I. Dressing cont.

Child Can:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1962
55. Choose clothing suitable for the occasion					X
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers					
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME K

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position					X
75. Put on socks correctly and independently					X
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					X
80. Cross laces to begin tie					X
81. Tie simple knot					X
82. Tie bow knot					

NAME K

II.

A. EATING AND TABLE SKILLS

Child Can:	Rated By: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Find place at table	X				
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal	X				
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially					
13. Chew food well	X				
14. Eat only a few foods					

NAME K

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Eat most foods	X				
16. Eat whatever is offered	X				
17. Use spoon with help					
18. Use spoon independently	X				
19. Use fork	X				
20. Use knife for spreading					X
21. Use knife for cutting					X
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help	X				
28. Use napkin when reminded	X				

NAME K

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder	X				
30. Fold napkin					X
31. Eat without spilling on floor	X				
32. Eat without spilling on table	X				
33. Use bread or finger for "pusher"					X
34. Request seconds	X				
35. Ask for seconds quietly	X				
36. Wait quietly for service	X				
37. Raise hand for service					X
38. Say please	X				
39. Say thank you	X				
40. Maintain good posture					
41. Wait patiently until excused	X				

NAME K

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					
43. Refrain from improper noises					
44. Wash after eating with help					
45. Wash after eating with reminder	X				
46. Wash after eating independently	X				
47. Use appropriate silverware	X				
48. Pass bowl of cookies					X
49. Pass plate of dry food					X
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					X
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME K

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
Child:					
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home					
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					
8. Can explain reason for crying	X				
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.					

NAME K

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Staff Title Date April, 1966	Name Title Date	Name Title Date
14. Giggles when nothing seems funny to observer			X		
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums	X				
24. Seeks protection from adults					
25. Seeks affection from adults					

NAME K

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home					
7. Is eager to go home, but does not cry					
8. Displays little emotion about visits home	X				
9. Is well adjusted to school-home changes					X

NAME K

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child					
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns	X				
6. Takes playthings away from others	X				
7. Takes food away from others					
8. Tries to play with others					
9. Is rejected by others in informal play					
10. Is accepted by others in informal play					X
11. Remains near group but does not participate					
12. Avoids other children in informal play					
13. Can carry on a conversation	X				
14. Initiates conversation	X				

NAME K

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Staff Title Date Aug, 1966	Name Title Date	Name Staff Title Date May, 1967
15. Answers questions asked by another child	X				
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another					
18. Uses nonsense and made-up words					
19. Shows affection for some adults	X				
20. Shows affection for some other children			X		
21. Asks about absent or ill child			X		
22. Says he dislikes a certain child					X
23. Says he dislikes a certain adult					X
24. Denies having done something for which he expects punishment					X
25. Is eager for recognition from adults					
26. Seeks acceptance from peers					
27. Seeks protection from adults					
28. Seeks to play with child of either sex					

NAME K

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Staff Title Date Aug. 1966	Name Title Date	Name Staff Title Date May, 1967
29. Seeks to play with child of same sex					
30. Seeks to play with child of opposite sex			X		
31. Argues when he does not get his own way	X				
32. Is courteous to adults					
33. Is considerate of other children					
34. Enjoys "rough" play					X
35. Cooperates for reward					X
36. Cooperates for praise					X
37. Joins peers in common cause					
38. Shows strong self-assertion	X				
39. Is self-confident (less self-assertive)					
40. Tattles	X				
41. Knows honesty, but is not always honest					

NAME K

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff. Title Date May, 1967
42. Shows self-control					
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy	X				
46. Is developing a sense of humor					
47. Understands the meaning of responsibility					X
48. Respects the rights of others					
49. Respects the feelings of others					
50. Recognizes the abilities of others					
51. Settles arguments quietly with help					
52. Settles arguments quietly without help					
53. Is responsible for equipment					X
54. Understands and follows simple rules					X

NAME K

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions	X				
56. Can make suggestions					X
57. Is aware of time but ignores it					
58. Asks "Why"					X
59. Sees the fallibility of adults					
60. Has limited reasoning ability					X
61. Lacks judgement					X
62. Is concerned only with the immediate	X				
63. Can anticipate					X
64. Is indecisive					
65. Can make decisions					
66. Can initiate a game or play with another child					X
67. Is punctual					

NAME K

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Shows sex antagonism					
69. Gives encouragement to others					
70. Is beginning to select one or two intimate friends					X
71. Seeks praise for things well done					X
72. Is self-conscious					
73. Knows right from wrong	X				
74. Can finish task or project "in spite of" frustration					

NAME K

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name R Title Teacher Date Aug. 1965	Name Title Date	Name Title Date
1. Crawl in any fashion			X		
2. Crawl in homologous pattern			X		
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern			X		
9. Stand with support					
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME K

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)					
21. Climb steps (one foot on each step)	X				
22. Climb steps by wall without another person's help	X				
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing	X				
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME K

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
27. Climb up ladder	X				
28. Climb down ladder	X				
29. Walk forward on command					X
30. Walk backward on command					X
31. Turn head from side to side					X
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					X
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME K

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1962
40. Clap hands (on command)					X
41. Clap hands to rhythm					X
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					X
44. Jump (get both feet off floor)					X
45. Broad jump					X
46. Hop on one foot					X
47. Hop on either foot					X
48. Hop (alternating feet)					X
49. Gallop					X
50. Skip					X
51. Slide					X
52. Run with help					X

NAME K

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
A. MOBILITY					
53. Run without help but touching another person	X				
54. Run freely any pattern	X				
55. Run freely cross pattern					
56. Run fast on command					X
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					X
2. Do backward roll					X
3. Do (number) sit-ups					X
4. Do (number 9) push-ups					X
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					X
8. Bounce a ball					X

NAME K

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
9. Kick a ball					X
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing push-up					X
16. Do modified sit-up (hold feet down under bars)					X
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					X

NAME K

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					
23. Play Simon Says					X
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)					
2. Sit in splash pool and play					
3. Play with water toys in splash pool					
4. Enter large pool with help					X
5. Enter large pool without help					X
6. Sit on edge of large pool with feet in water					X

NAME K

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
7. Stand in corner of pool with adult					X
8. Stand in corner of pool without adult					X
9. Wade around shallow end of pool without help					X
10. Be relaxed in pool					X
11. Flutter kick					X
12. Put face in water					X
13. Submerge head in water					X
14. Hold breath under water					X
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME K

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD L

DEVELOPMENTAL HISTORY

Child L, a boy, was the youngest of three children. He developed normally until about age six when his parents took him to the doctor because his eating habits had changed. He was seen frequently by the doctor and treated for ulcer in the summer of 1963. His problems continued to increase and he was referred to the University of Oregon Medical School where he underwent massive surgery for brain tumor in April and again in May 1964. This was followed by radium therapy.

MEDICAL

Examination at the time of entry into the demonstration program at the residential school for the blind was as follows: "A male child with arrested hydrocephalus and bilateral optic atrophy, Spasticity in the lower legs, and difficulty with fine movements. Visual acuity was listed as ability to count fingers at two feet with both eyes. Blindness was due to optic atrophy due to cellular ependymoma in left ventricle. Hearing was normal.

Psychological evaluation scores of 90 and 89 I.Q. on the verbal portion of the WISC, and an SQ of 89 on the Vineland Social Maturity Scale were obtained.

PERSONAL HYGIENE

Since L was a day student we had to rely on his mother for much information in this area. Because of his illness he had been "babied" she said, but as he became stronger and both his balance and coordination improved, his self care improved accordingly and were adequate.

PHYSICAL DEVELOPMENT

L made slow but constant progress in walking and exercise skills. He took part in games of low organization and rhythms. He had many tumbles but was a good sport and kept on trying. He was afraid in the swimming pool but improved in getting his face under water and trying use of legs. He needed close supervision in group situations as he continued to fall frequently. No specific therapies were recommended so that gymnastics of a general nature were practiced with special emphasis on running, walking, and skipping.

EATING AND TABLE SKILLS

L had adequate table skills but he did not accept new foods well. He made little improvement in this area.

PSYCHOLOGICAL ADJUSTMENT

L lived at home and seemed a normal, well adjusted little boy. He had been somewhat spoiled during his illness, but was adjusting to increased demands quite well. His parents were flexible in their handling of him and gradually increased expectations. He had a good relationship with siblings and the children in his home neighborhood. He played with the more able children in the project group, but tended to get left behind and hurt when with normal children at the residential school in a free play situation. This would depress him for a little while and forced him to remain with the more sheltered group.

OBJECT RECOGNITION

L has enough vision so that he can recognize most objects in his surroundings, and he learns the names and how to use new ones quite well. He is learning some tactual skills by seeing the other children use them.

CLASSROOM PERFORMANCE

L made very slow progress in trying to read and write braille. Trial with print materials when he first entered the school indicated that he could not use print materials at that time. His hand shook so that any lines he made wavered and were very faint. He was in a regular class with other children his age for the social studies and science program, but was given individual instruction in braille after failing to make satisfactory progress in the group. He lacked the prebraille skills so was given many experiences in this area. During the second year his vision seemed to have improved enough so that he was put in a beginning print reading group. He made slow progress with large print. His coordination improved so that he could begin to write with a large pencil.

In all areas requiring only oral skills, L did quite well. He greatly enjoyed the field trips and asked questions indicating real interest.

RECOMMENDATION FOR PLACEMENT

L's family moved the last year of the demonstration program. He transferred to a first grade in public school and was reported to be doing well except that his right leg had become more stiff and he was not walking so well.

PSYCHOLOGICAL EVALUATION

Child L, aged 9 years 10 months, was seen at the request of the Oregon School for the Blind. In 1964 L underwent massive brain surgery at this hospital. At that time "marked optic atrophy" was found and he was diagnosed as legally blind. Prior to surgery, his gait had become quite uncertain and this difficulty is still present. Since this time, L has done well. His teacher, Mrs. R, reports some improvement in his vision to the point that he is able to read enlarged print at close range. He has been attending regular school classes this year and is reportedly doing well.

L was tested here in March of 1965. At this time he earned a Verbal IQ of 90 on the WISC. The results of the Vineland Social Maturity Scale administration indicated that his social development was within normal limits.

L is a pleasant and sociable boy. He was very ready to accompany the examiner to the testing session and engage in the activities presented him. He smiled readily, talked freely and was cooperative at all times.

The results of this evaluation are quite consistent with the previous one in estimating this child's intellectual functioning in the "average" to "dull average" range. He earned a Verbal IQ of 89 on the WISC. This score would indicate that, based on the intelligence factor alone, L should be able to do advanced third grade work in school. While his word comprehension and general fund of knowledge are at this level, his arithmetic skills are clearly below it. His current ability in verbal reasoning is somewhat above this general level and leads one to suspect that his intellectual potential may be closer to the average boy his age than the 89 IQ score would indicate.

L's former teacher at the Blind School, Mrs. R, was interviewed with the Vineland Social Maturity Scale. On the basis of this information L has a social age of 8.8 years or SQ of 89. Review of the content shows that many of his deficits in this area are related to his partial blindness. He is above this general level in areas of "occupation" and below this level in "locomotion" and "self help" skills.

Since this boy has adequate intelligence and good social poise inspite of his multiple difficulties, the prognosis for a reasonably good adjustment in life seems favorable.

Stephen Johnson, M.A.
Intern in Medical Psychology

Frederick H. Kanfer, Ph.D.
Professor in Medical Psychology/st

CHILD M

DEVELOPMENTAL HISTORY

Child M, a boy, weighed seven pounds six ounces at birth following a normal full term pregnancy. He has an older brother and two sisters younger. One brother was drowned. M sat at six months, walked at twelve months and had two or three words by seventeen months. At eighteen months he had a cardiac arrest during surgery when skin was being grafted to repair damage to his foot by a third degree burn. His development regressed. A month later he was able to sit alone, he crawled after two months, he walked and said his first word after four months. He was toilet trained at two years and used full sentences at three years. His regression in eating was hard to overcome. He used a spoon and fork in a limited manner at four years.

M attended nursery school and kindergarten before being enrolled in the residential school. He was reported to be hyperactive and to have severe learning problems. A huskiness or breathiness was observed and it was recommended that a physician be consulted. The social worker and his teacher felt he could not be successful in the public school classes even with special help, and recommended that he attend the residential school.

MEDICAL

Examination at the University of Oregon Medical School results showed a "non specific seizure disorder, moderate mental retardation and cortical blindness secondary to organia brain damage from prolonged anoxia. Also a mild adjustment reaction of childhood, probably 2° to cortical blindness." The report on visual acuity stated he could count fingers at two feet. Hearing was normal.

A report from Crippled Children's Division in 1964 when M was eighty-three months of age stated that he had difficulty in holding his hands steady when extended as well as poor ability to balance on one foot. His pencil grasp was below three years. Speech evaluation showed him to be at age level in comprehension and expression, syntax and phraseology. His memory for paragraphs was poor and his immediate recall was noted to be low. A laryngological examination found no abnormalities in the oral structures. Articulation problem with sibilant sounds, in the form of an interdental lisp, were reported. IQ on the verbal items of the Stanford-Binet was given as 92 and this noted as a miximal estimate.

On re-evaluation in 1967, M received an IQ of 72 on the verbal portion of the WISC. In the summary it is suggested that the drop in score may represent a "lowering in level of intellectual functioning which would be consistent with his generally low subscale scores and slow progress in school."

PERSONAL HYGIENE

M's self care habits were satisfactory. Like all small boys he had to be reminded at times to keep clean and neat, but he performed up to age level for his handicap. (See D-C-2-M to D-C-15-M)

PHYSICAL DEVELOPMENT

M has made consistent gains in physical development. He learned new exercises and especially swimming. His work in gymnastics, games, and skills was satisfactory. He does still have a problem in running freely in cross pattern.

EATING AND TABLE SKILLS

M had a good deal of trouble in adjusting to school food. He was said to eat well at home, but he balked at the new foods presented to him at school. He improved as his adjustment to school became better.

PSYCHOLOGICAL ADJUSTMENT

M's parents were most reluctant to send M to the residential school and M was upset, resentful, and depressed for the first weeks, but he was outspoken about it and accepted adult comforting in a normal manner. However he has remained resentful of being away from home and not able to attend public school like his brothers and sisters.

M maintains a rigid self-control most of the time. He makes a conscious effort to meet expectations and thus is under considerable tension most of the time. An effort has been made to keep expectations low enough so that he can relax, but M himself keeps them high. He wants to be able to do all the things his big brother can do and resents his blindness as a handicap. Some of this is shown by his outbursts at home, and rarely at school. For a time his behavior at home was reported to be wildly naughty, very negative. After a conference his father began spending more time with M in activities they could share which seemed to improve the situation. The parents received professional counselling following M's cardiac arrest and try to cooperate with the school as best they can. It seems difficult for them to accept M's impairment.

M has made good outward adjustment and has improved in his ability to express some of his tensions in work and play. The breathiness of his voice which indicates extreme tension is not heard often. It is convenient for staff members to have so obvious a symptom to indicate his need for special help.

OBJECT RECOGNITION

M has very little problem with everyday objects. His partial vision is useful and he has learned some tactual skills.

CLASSROOM PERFORMANCE

M has not been able to learn to read and write braille well. He forgets easily, expecially over a vacation period longer than a week. He also has a problem with finger dexterity, expecially the third finger of the right hand. He is showing some improvement with repeated drill but needs constant one-to-one instruction and help. In oral skills of listening and responding verbally he does quite well.

RECOMMENDATION FOR PLACEMENT

M is able to function in a normal living situation but requires special academic placement. With intensive, individual teaching and constant review he may be able to achieve some academic proficiency and can probably learn some vocational skill. Continued counselling for further adjustment to his blindness also seems indicated.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL

February 7, 1967

M was referred for an intellectual evaluation by the Oregon School for the Blind where he has attended school since 1964. At the age of 18 months a third degree burn with the complication of a cardiac arrest resulted in a loss of his direct vision and probable "brain damage." Since he retained some use of his peripheral vision, it was felt he had sufficient vision to cope with his physical and social environment unaided. Thus, he was enrolled in the public school system, but failed to succeed, even in a special class. It is reported that both he and his parents had a difficult time accepting his enrollment at the School for the Blind.

During the past two years M has been in the program for multi-handicapped children. However, since he was the top child in this program, and was nearly at age level socially (i.e. could initiate interactions with others and showed a broad range of interests), he has had continual association and interaction with children in the regular program of the school. He can pretty well take care of himself, gets around the campus unaided, enjoys his family relationships, and can converse adequately with another person. Recently, he was taken out of the multi-handicapped program, moved into the regular dorm, and has been able to get along well with his three roommates.

In the past M has been described as "hyperactive," "somewhat dull," and anxious under pressure to conform. He is presently on medication which has controlled his seizures and reduced his hyperactivity to where it is not a great problem. In school, his progress has been slow and he is now at about the beginning of the first grade academically. He seems to have a problem in fine motor coordination which makes reading and writing Braille even more difficult.

When the examiner entered the waiting room, M was sitting quietly on a chair. He reached out and took hold of the examiner's hand and then walked with him. Once in the room M was told to choose the chair he would like to sit in and he was able to seat himself. He demonstrated his use of vision by identifying red, green, and black colors. He had sufficient vision to know there were file cabinets and shelves in the room, but he could not see specific forms. For example, he could not distinguish an umbrella placed before him, until he had touched it. However, he could tell a pen from a pencil because of color. When stacking blocks he was able to see sufficiently well to place a block on top of two three block towers to form a bridge without knocking them over.

Right from the first M had difficulty sitting still and was continually fidgiting around in his chair. However, this didn't seem to detract from his ability to interact with the examiner. He was not only able to adequately respond to questions but was able to spontaneously introduce information about his dog and going fishing with his father.

There was no difficulty understanding M's speech, but it was noted that the quality of his voice changed during the session. At first, when more relaxed he spoke ina clear moderately loud voice. Then as the formal test got underway, his voice became a hoarse whisper.

During the session M seemed to lack confidence in undertaking some tasks. For example, when asked to use a pencil and paper, he awkwardly picked up the pencil with his left hand and wrapped his fingers around it. He held the pencil on the paper for a few seconds then laid it down and would not attempt drawing.

On the Verbal portion of the WISC, M achieved an IQ of 72. This score is significantly lower than previous estimates (i.e. a maximal estimate of 92 on the Verbal items of the Stanford-Binet in 1964 and a WISC Verbal IQ of 89 in 1965). It is particularly difficult to account for a drop of 9 scale score points on the Similarities subtest, one often used to suggest potential. M's level of performance may have been lowered by two factors: (1) He may have had to go to the bathroom during the session but was too shy to say anything about it (i.e. as soon as the session was over he asked Mrs. R where the bathroom was.) (2) The significant change in the quality of his voice and his difficulty with immediate memory suggest M was extremely anxious in the test situation.

On the other hand M's drop may represent a leveling off in level of intellectual functioning which would be consistent with his generally low subscale scores and slow progress in school (i.e. it is consistent for a 9 year old with a 72 IQ and a visual handicap to be functioning at the first grade level).

In summary, M scored significantly lower than on previous tests and this may be a function of factors within the test session affecting the validity of the test or more probably represent a leveling off in level of intellectual functioning. It is recommended that M be retested in about 1 year to shed further light on his present performance, and to help rule out the possibility of some kind of neurological degeneration.

Russell Jackson, M.S.
Intern in Medical Psychology

Frederick H Kanfer, Ph.D.
Professor in Medical Psychology/cw

NAME M

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder					X
13. Wash and dry hands without reminder					X

NAME M

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using	X				
16. Wash part of face with hands					
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him	X				
19. Dip washcloth in water and wash face					X
20. Wring washcloth and wash					X
21. Wash neck					X
22. Wash ears and area just behind ears					X
23. Wash arms	X				

NAME M

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can: Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth	X				
7. Wash self with verbal directions	X				
8. Wash self adequately without direction					X
9. Wash with help in shower					X
10. Wash self independently in shower					X
11. Help dry part of self	X				
12. Help dry whole of self					X
13. Dry self independently					X
14. Put soiled towel in designated place					X
15. Clean tub after bathing					X

NAME M

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Cooperate in having teeth brushed					
2. Help brush teeth	X				
3. Spit out toothpaste and water	X				
4. Brush teeth independently	X				
5. Put toothpaste on brush adequately					X
6. Rinse teeth and mouth independently	X				
7. Wash toothbrush	X				
8. Put toothbrush in proper place					X
9. Find own toothbrush	X				
10. Put cap on toothpaste tube					X
11. Put toothpaste tube in designated place					X
12. Care for teeth without verbal reminder					X

NAME M

I. PERSONAL HYGIENE cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
D. HAIR CARE					
Child Can:					
1. Brush hair	X				
2. Comb hair					
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair	X				
6. Shampoo hair independently					X
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket	X				

NAME M

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
6. Put handkerchief in pocket	X				
7. Get tissue from designated place	X				
8. Get, use, and put away used tissue or handkerchief	X				
9. Perform #8 quietly and quickly	X				
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)					
4. Cooperate in using toilet for urine (standing)	X				
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing	X				

NAME M

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Unbutton clothing	X				
10. Zipper clothing (jeans or slacks)	X				
11. Fasten front snap on jeans	X				
12. Fasten front button on jeans or slacks (girls)					
13. Fasten side zipper and button or snap					
14. Buckle belt	X				
15. Use toilet paper with help	X				
16. Use toilet paper when reminded	X				
17. Use toilet paper independently	X				
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME M

I. PERSONAL HYGIENE cont.

G. Sanitary Equipment cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					X
2. Clean toenails with nail brush					X
3. Clean fingernails with file tip					X
4. Clean toenails with file tip					X
5. Use emery board on fingernails					X
6. Use emery board on toenails					X
7. Use nail clippers safely					X

U-C-9 -M

NAME M

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Date Title	Name Title Date
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes	X				
10. Take off dress if unfastened					
11. Unfasten and take off dress (front buttons)					
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					
14. Unzipper and take off dress (back zipper)					

NAME M

I. **PERSONAL HYGIENE** cont.

I. Dressing

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Take off slip					
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket	X				
18. Unzipper and take off jacket or sweater	X				
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood	X				
21. Hang jacket or coat on hook by armhole	X				
22. Hang jacket or coat on hanger (with help)					X
23. Hang jacket or coat on hanger independently					X
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready	X				

NAME M

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
28. Identify back from front of undershorts or panties	X				
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready	X				
33. Identify back from front of undershirt	X				
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently	X				
FOR GIRLS ONLY 36. Cooperate in putting on slip					
37. Put slip on if handed garment					
38. Pick up and put on slip from pile of clothing laid ready					
39. Identify back from front of slip					

NAME M

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40. Put on slip correctly with verbal direction					
41. Put on slip correctly and independently					
42. Cooperate in putting on a dress					
43. Put on a dress if handed garment					
44. Pick up and put on a dress from a pile of clothing laid ready					
45. Identify back from front of a dress					
46. Put on a dress correctly with verbal directions					
47. Put on a dress correctly and independently					
48. Fasten a dress which zips in front					
49. Fasten a dress which buttons in front					
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME M

I. **PERSONAL HYGIENE** cont.

I. Dressing cont.

Child Can:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction	X				
59. Button shirt correctly down the front	X				
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers	X				
62. Put on trousers	X				
63. Fasten trousers at waist	X				
64. Zip trousers	X				
65. Put belt through belt loops					X
66. Fasten belt	X				
67. Put on tie					

NAME M

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position	X				
75. Put on socks correctly and independently	X				
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					X
80. Cross laces to begin tie					X
81. Tie simple knot					X
82. Tie bow knot					

NAME M

II.

A. EATING AND TABLE SKILLS

Child Can:	Rated By: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Find place at table	X				
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal	X				
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion	X				
11. Eat only soft foods					
12. Chew food partially					
13. Chew food well	X				
14. Eat only a few foods	X				

NAME M

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Eat most foods					X
16. Eat whatever is offered					
17. Use spoon with help					
18. Use spoon independently	X				
19. Use fork	X				
20. Use knife for spreading					X
21. Use knife for cutting					X
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help					
28. Use napkin when reminded	X				

NAME M

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder	X				
30. Fold napkin					X
31. Eat without spilling on floor	X				
32. Eat without spilling on table	X				
33. Use bread or finger for "pusher"					X
34. Request seconds	X				
35. Ask for seconds quietly	X				
36. Wait quietly for service	X				
37. Raise hand for service					X
38. Say please	X				
39. Say thank you	X				
40. Maintain good posture	X				
41. Wait patiently until excused	X				

NAME M

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					X
43. Refrain from improper noises	X				
44. Wash after eating with help					
45. Wash after eating with reminder	X				
46. Wash after eating independently					X
47. Use appropriate silverware	X				
48. Pass bowl of cookies					X
49. Pass plate of dry food					X
50. Serve self and pass bowl of fruit					X
51. Pour milk on cereal					X
52. Pour syrup on hot cakes, etc.					X
53. Serve self and pass dish of juicy food					X
54. Serve self and pass platter of meat					

NAME M

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1944	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home	X				
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					
8. Can explain reason for crying	X				
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.					

NAME M

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
14. Giggles when nothing seems funny to observer					
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums					
24. Seeks protection from adults	X				
25. Seeks affection from adults	X				

NAME M

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Staff Title Date Nov. 1964	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home	X				
7. Is eager to go home, but does not cry		X			
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					X

NAME M

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child					
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns	X				
6. Takes playthings away from others	X				
7. Takes food away from others					
8. Tries to play with others	X				
9. Is rejected by others in informal play					
10. Is accepted by others in informal play	X				
11. Remains near group but does not participate					
12. Avoids other children in informal play					
13. Can carry on a conversation	X				
14. Initiates conversation	X				

NAME M

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Answers questions asked by another child	X				
16. Answers questions asked by adults	X				
17. Repeats words or phrases said by another					
18. Uses nonsense and made-up words					
19. Shows affection for some adults	X				
20. Shows affection for some other children	X				
21. Asks about absent or ill child	X				
22. Says he dislikes a certain child					X
23. Says he dislikes a certain adult					X
24. Denies having done something for which he expects punishment					X
25. Is eager for recognition from adults	X				
26. Seeks acceptance from peers	X				
27. Seeks protection from adults	X				
28. Seeks to play with child of either sex					

NAME M

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Seeks to play with child of same sex	X				
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way					X
32. Is courteous to adults	X				
33. Is considerate of other children	X				
34. Enjoys "rough" play					X
35. Cooperates for reward	X				
36. Cooperates for praise	X				
37. Joins peers in common cause					X
38. Shows strong self-assertion					X
39. Is self-confident (less self-assertive)					
40. Tattles	X				
41. Knows honesty, but is not always honest					X

NAME M

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Shows self-control					X
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy	X				
46. Is developing a sense of humor					X
47. Understands the meaning of responsibility					X
48. Respects the rights of others					X
49. Respects the feelings of others					X
50. Recognizes the abilities of others					X
51. Settles arguments quietly with help					X
52. Settles arguments quietly without help					
53. Is responsible for equipment					X
54. Understands and follows simple rules	X				

NAME M

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions	X				
56. Can make suggestions	X				
57. Is aware of time but ignores it					X
58. Asks "Why"					
59. Sees the fallibility of adults					X
60. Has limited reasoning ability					X
61. Lacks judgement					X
62. Is concerned only with the immediate					
63. Can anticipate	X				
64. Is indecisive					
65. Can make decisions					X
66. Can initiate a game or play with another child	X				
67. Is punctual					X

NAME M

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Staff Title Date Sept. 1964	Name Staff Title Date Nov. 1964	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Shows sex antagonism					
69. Gives encouragement to others					X
70. Is beginning to select one or two intimate friends		X			
71. Seeks praise for things well done	X				
72. Is self-conscious	X				
73. Knows right from wrong	X				
74. Can finish task or project "in spite of" frustration					X

NAME M

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name B Title Teacher Date Aug. 1965	Name Title Date	Name Title Date
1. Crawl in any fashion	X				
2. Crawl in homologous pattern					
3. Crawl in homolateral pattern					
4. Crawl in cross pattern			X		
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern			X		
9. Stand with support					
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME M

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)					
21. Climb steps (one foot on each step)	X				
22. Climb steps by wall without another person's help	X				
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing	X				
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME M

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
27. Climb up ladder	X				
28. Climb down ladder	X				
29. Walk forward on command					X
30. Walk backward on command					X
31. Turn head from side to side					X
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					X
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME M

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					
42. Stamp foot (on command) (left)					X
43. Stamp foot to rhythm					
44. Jump (get both feet off floor)					X
45. Broad jump					
46. Hop on one foot (right)					X
47. Hop on either foot					X
48. Hop (alternating feet)					X
49. Gallop					
50. Skip					X
51. Slide					X
52. Run with help					

NAME M

IV. PHYSICAL DEVELOPMENT:

A. MOBILITY

	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
53. Run without help but touching another person					
54. Run freely any pattern					X
55. Run freely cross pattern					
56. Run fast on command					X
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					X
2. Do backward roll					
3. Do (number) sit-ups					
4. Do (number) push-ups					X
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					
8. Bounce a ball					

NAME M

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
9. Kick a ball					
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing ~~push-up~~ pull-in					X
16. Do modified sit-up (hold feet down under bars)					
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					

NAME M

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name G Title Teacher Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
20. Stunt: Skin-the-cat					X.
21. Stunt					
(Games)					
22. Play London Bridge					X
23. Play Simon Says					X
24. Play What Time Is It, Mr. Fox?					X
C. SWIMMING					
1. Play in splash pool (small)					
2. Sit in splash pool and play					
3. Play with water toys in splash pool					
4. Enter large pool with help	X				
5. Enter large pool without help	X				
6. Sit on edge of large pool with feet in water	X				

NAME M

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:	Rated by: Name G Title Teacher Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
7. Stand in corner of pool with adult	X				
8. Stand in corner of pool without adult	X				
9. Wade around shallow end of pool without help	X				
10. Be relaxed in pool					X
11. Flutter kick					
12. Put face in water					X
13. Submerge head in water					X
14. Hold breath under water					X
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					X
18. Float in prone position and regain standing position					X
19. Glide in prone position using scissor ~~flutter~~ kick					X

NAME M

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967	
20. Dog paddle				X	
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming				X	
26. Turn over without touching bottom				X	
27. Jump into shallow end of pool				X	
28. Jump into deep end, level off and swim				X	
29. Standing dive				X	

CHILD N

DEVELOPMENTAL HISTORY

Child N, a boy, weighed six pounds two ounces at birth. The pregnancy was uneventful and the birth uncomplicated for that of twins. Beside his twin sister N had a sister four years older. At eight months of age the family doctor noticed a milkiness in N's eyes. He arranged for consultation with an ophthalmologist who diagnosed retinoblastoma. Both eyes were enucleated by the age of eighteen months. X-ray treatment followed the surgery and the child was fitted with prosthesis. There was no family history of the disease. The doctor suspected a genetic mutation.

The social worker who counseled with the family urged that N be taught basic self care skills and arranged for the family to attend a meeting held annually at the residential school for parents of blind children. Here they learned about the habits and skills, which if taught well would help their child take his place with sighted children. During later visits to the home N had made little progress. He did not attend nursery school although this too had been urged by the social worker.

N still could not walk at age five. He could sit alone, he could talk. He did not chew and was fed mainly soft foods. The family doctor said there was no reason why the child could not walk or chew. An exercise program was suggested. Soon N was creeping around the house. Three months later he could pull himself to his feet. At five years eight months N was able to stand alone.

In July, 1965, N was enrolled in the demonstration program at the state school for the blind. He could not walk alone, he rejected most food, could not drink from a cup holding it himself, did not know how to explore objects. He was toilet trained for urinating and would ask to use the bathroom, but he could not manage his own clothing. He could talk clearly and understand simple commands, could listen to and comprehend a simple story and was able to play forty-two songs by ear on the piano.

MEDICAL

Examination at the University of Oregon Medical School stated: "Only neurological impairment of function at this time stems from past enucleation of eyes due to retinoblastoma. He has a halting gait attributed to lack of training until past five years of age." Psychological evaluation made in March, 1966, estimated his intellectual functioning and social maturity at between ages three and four. At re-evaluation in April, 1967, he was estimated to have an IQ of about the mid-five year level as judged by some items of the Stanford Binet. On the Maxfield-Buchholz Scale of

Social Maturity it was estimated that he was functioning at about the mid-four year level.

N's hearing was normal. Ophthalmologist's report stated blindness caused by Retinoblastoma. Medication was prescribed for sockets.

PERSONAL HYGIENE

N could do almost none of the self care skills expected of blind children in a residential school. He required help in all areas. He was afraid of being hurt and drew back from learning to wash or brush his teeth, etc. He was very slow in overcoming fear but did learn a good many skills during the two years of this program. (See D-C-2-M to D-C-15-M)

PHYSICAL DEVELOPMENT

N was small for his age but appeared normal except for his eyes. His fear of moving about made it imperative that he have a great deal of one-to-one help in walking, running, jumping, and all forms of exercise. N was given an extra hour of individual instruction by the gym teacher, and was helped by a student volunteer for another six hours a week to explore the campus, the classroom, and get plenty of activity. Other volunteers helped him on a less regular basis. The charts in Appendix D-C-2-N through D-C-37-N) will provide more detailed descriptions of items learned.

EATING AND TABLE SKILLS

N had been fed only a few soft foods before coming to school. He resisted all new foods, had to be fed, and did not chew. Gradually table foods were introduced with pudding or mashed potatoes until he was eating many table foods and able to drink from a glass by himself. (See D-C-16-N to D-C-19-N)

PSYCHOLOGICAL ADJUSTMENT

N adjusted to the school-living situation slowly. Socially he interacted with the staff members and children on a verbal level quite well. He entered into group singing and discussions. Aften an initial period of fear he joined activities on field trips only showing distress when asked to handle strange objects. He remained fearful in strange situations and hesitant about moving around independently except in the house or classroom.

The staff members felt he was well adjusted when his lack of varied experiences was considered. He appeared to react normally to people and was normal in self adjustment within a familiar situation. He needed many more varied experiences but we felt he had made progress.

OBJECT RECOGNITION

N started with a very limited number of objects which he could recognize since he would not explore them. As he overcame fear and learned some tactual skills, he was able to identify many objects. It will take many experiences for him to catch up.

CLASSROOM PERFORMANCE

N was in the Montessori group for the two years he was in the program. Since this includes instruction in personal hygiene part of the training has been discussed under that heading. Emphasis was on independent movement around the room and finding his own table and chair, going to the cupboard for materials to explore and study, and learning to travel to and from the classroom.

N worked with the didactic materials. He learned to use the cylinder blocks well, to identify textiles and match swatches of them, to count objects to twenty, to match tones on a xylophone and other simple skills. His attitude changed and he became eager and happy instead of fearful and hesitant.

N had music lessons the last year. He had to relearn fingering so needed close supervision of his practice. He memorized easily and by the end of the year was fingering accurately and had changed and was using correct fingering in many of the selections he had learned by ear and played incorrectly before. He did better with rote learning than reasoning.

RECOMMENDATION FOR PLACEMENT

Although N would still require some extra help it was suggested that he be enrolled in the regular school program at the kindergarten level. Also that he be placed in the regular dormitory situation. It was also suggested that the parents be urged to enroll him in some summer program that would keep him active and busy with new experiences.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL
April 4, 1967

Child N, age 7 years 6 months was seen for re-evaluation on request of the Oregon School for the Blind. He was evaluated here in March of 1966. Although percise estimates of his functioning could not be made at that time, he seemed to behave like a child between the ages of 3 and 4. His intellectual functioning and social maturity were both at this level.

N was very Shy and fearful during the present evaluation. He was very slow to respond to attempts to begin interaction and frequently would repeat very simple questions which were put to him. When the examiner would say, "Can you tell me that," he would respond, "Yes, but would not give his answer. It was felt necessary to include his teacher, Mrs. R, in the evaluation session due to N's apprehensiveness. As the session progressed N became more responsive but it was always difficult to get through to him. Throughout the evaluation N made head rocking movements and frequently seemed to escape the situation by not fully attending to the relevant stimuli.

Mrs. R explained that N was distracted by other sounds in the area.* She stated further that, although N was usually somewhat slow to respond, he was particularly reticent on this occasion. She indicated that he had been ill at home for the previous two weeks and had been having more than usual difficulty with his artificial eye. She indicated that N was always afraid of new things and that he always tried to avoid new situations. Mrs. R further reported that this child was brought to the school with an exceedingly limited behavior repertoire having had little training at home. She stated that N's mother had been overprotective with him and had been unable to teach him things.

N was given selected items from the Stanford-Binet Intelligence Scale. There was considerable variability in the difficulty level at which items were passed. He began to fail items at the 4 year level but continued to pass through the 8 year level. At lower levels of difficulty he did not correctly complete comprehension 2 and 3. N's answers were concrete and reflected his personal experiences with the things asked about. For example, to the question, "What do we do with our ears?" "What do we do with our mouth?" He answered, "We find them." At higher levels of difficulty N was successful in repeating five digits and in naming the days of the week. In general, tasks requiring rote learning or memory were done quite well, but tasks demanding verbal reasoning were done less well.

Although it is difficult to determine a precise IQ score due to the non-standard administration, the average of his functioning is at about the mid-five year level. This estimate is significantly above what would be expected based on the evaluation one year ago and suggests that progress in these areas may well have been made.

Mrs. R was interviewed with the use of the Maxfield-Buchholz Scale of Social Maturity. On the basis of this information, N is functioning at about the mid-four year level. This estimate is also a bit above that that would have been expected based on the 1966 evaluation. It does confirm the impression, however, that N may be held back

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*Reconstruction work on building.

socially by his fear of new situations and activities as his social maturity is not high as his intellectual development.

It is not possible at this time to estimate the potential level of functioning for this child. The gains made in the past year appear encouraging. It would appear most beneficial for this child to experience desensitization of his fears of new activities. This will need to involve a good deal of encouragement and support as N gradually approaches those things which make him apprehinsive.

Stephen M. Johnson, M.A.
Intern in Medical Psychology

Frederick H. Kanfer, Ph.D.
Professor of Medical Psychology/bc

NAME N

I. PERSONAL HYGIENE

A. WASHING

Child Can:

Rated by:	Name Staff Title Date July, 1965	Name Staff Title Date Nov. 1965	Name H Title Teacher Date April, 1966	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands		X			
4. Turn on water faucet			X		
5. Turn off water faucet			X		
6. Wash and rinse hands			X		
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel		X			
9. Reach for towel			X		
10. Get towel and use			X		
11. Wash hands if reminded to do so			X		
12. Wash hands without reminder			X		
13. Wash and dry hands without reminder			X		

NAME N

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Title Date	Name Staff Title Date Nov, 1965	Name Title Date	Name Title Date	Name Title Date
14. Put towel (paper) in wastebasket		X			
15. Hang towel on rack after using					X
16. Wash part of face with hands					
17. Wash part of face with washcloth handed him		X			
18. Wash whole face with washcloth handed him		X			
19. Dip washcloth in water and wash face					
20. Wring washcloth and wash					
21. Wash neck					
22. Wash ears and area just behind ears					
23. Wash arms		X			

NAME N

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can: Rated by:	Name Staff Title Date July 1965	Name Staff Title Date Nov. 1965	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Sit in bathtub of water without fear	X				
2. Play in bathtub of water	X				
3. Play in bathrub of water with toys	X				
4. Cooperate in being washed while in tub	X				
5. Help use washcloth	X				
6. Help use soap and washcloth					X
7. Wash self with verbal directions					X
8. Wash self adequately without direction					
9. Wash with help in shower					
10. Wash self independently in shower					
11. Help dry part of self		X			
12. Help dry whole of self					
13. Dry self independently					
14. Put soiled towel in designated place					
15. Clean tub after bathing					

NAME N

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Title Date	Name T Title Counselor Date Aug, 1965	Name Staff Title Date Jan, 1966	Name Title Date	Name Title Date
1. Cooperate in having teeth brushed		X			
2. Help brush teeth			X		
3. Spit out toothpaste and water			X		
4. Brush teeth independently					
5. Put toothpaste on brush adequately					
6. Rinse teeth and mouth independently					
7. Wash toothbrush			X		
8. Put toothbrush in proper place					
9. Find own toothbrush					
10. Put cap on toothpaste tube					
11. Put toothpaste tube in designated place					
12. Care for teeth without verbal reminder					

NAME N

I. PERSONAL HYGIENE cont.

Rated by:	Name Staff Title Date Sept. 1965	Name H Title Teacher Date April 1966	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
D. HAIR CARE					
Child Can:					
1. Brush hair					X
2. Comb hair					
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair					
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose		X			
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket					X

NAME N

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Rated by:	Name Staff Title Date July, 1965	Name Staff Title Date Aug., 1965	Name H Title Teacher Date Nov., 1965	Name Title Date	Name Staff Title Date May, 1967
Child Can:					
6. Put handkerchief in pocket					X
7. Get tissue from designated place					
8. Get, use, and put away used tissue or handkerchief					
9. Perform #8 quietly and quickly					
F. TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes					
2. Cooperate in using toilet for b.m. (diaper during night)					
3. Cooperate in using toilet for urine (sitting)					
4. Cooperate in using toilet for urine (standing)	X				
5. Ask to use toilet		X			
6. Pull clothing down to use toilet			X		
7. Pull clothing up after use of toilet			X		
8. Unfasten snap on clothing			X		

NAME N

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:	Rated by: Name Title Date	Name H Title Teacher Date Nov. 1965	Name Title Date	Name Title Date	Name Title Date
9. Unbutton clothing					
10. Zipper clothing (jeans or slacks)		X			
11. Fasten front snap on jeans					
12. Fasten front button on jeans or slacks (girls)					
13. Fasten side zipper and button or snap					
14. Buckle belt					
15. Use toilet paper with help					
16. Use toilet paper when reminded					
17. Use toilet paper independently					
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME N

I. PERSONAL HYGIENE cont. G. Sanitary Equipment cont. Child Can: Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME N

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Title Date	Name Title Date	Name Staff Title Date Aug. 1966	Name Date Title	Name Title Date
1. Take off underpants			X		
2. Take off jeans or slacks (if unfastened)			X		
3. Take off jeans or slacks independently					
4. Take off T shirt					
5. Take off shirt if unfastened			X		
6. Take off shirt					
7. Take off socks			X		
8. Take off shoes if untied or slip-on			X		
9. Untie and take off shoes					
10. Take off dress if unfastened					
11. Unfasten and take off dress (front buttons)					
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					
14. Unzipper and take off dress (back zipper)					

NAME N

I. **PERSONAL HYGIENE** cont.

I. Dressing

Child Can:

	Rated by:				
	Name Title Date	Name H Title Teacher Date Nov. 1965	Name B Title Date Sept. 1966	Name Title Date	Name Title Date
15. Take off slip					
16. Take off sweater (slip over)					
17. Take off buttoned sweater or jacket					
18. Unzipper and take off jacket or sweater		X			
19. Hang jacket or coat on hook anyway			X		
20. Hang jacket or coat on hook by hood			X		
21. Hang jacket or coat on hook by armhole					
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee		X			
25. Pull up shorts or panties if above feet		X			
26. Put on undershorts or panties if handed garment					
27. Pick up and put on undershorts or panties from pile of clothing laid ready					

NAME N

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date July 1965	Name Title Date	Name Title Date	Name Title Date	Name Title Date
28. Identify back from front of undershorts or panties					
29. Put on undershorts or panties correctly					
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment					
32. Pick up and put on undershirt from pile of clothing laid ready					
33. Identify back from front of undershirt					
34. Put on undershirt correctly with verbal direction					
35. Put on undershirt correctly and independently					
FOR GIRLS ONLY					
36. Cooperate in putting on slip					
37. Put slip on if handed garment					
38. Pick up and put on slip from pile of clothing laid ready					
39. Identify back from front of slip					

NAME N

I. **PERSONAL HYGIENE** cont.

I. Dressing cont.

Child Can:

	Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
40.	Put on slip correctly with verbal direction					
41.	Put on slip correctly and independently					
42.	Cooperate in putting on a dress					
43.	Put on a dress if handed garment					
44.	Pick up and put on a dress from a pile of clothing laid ready					
45.	Identify back from front of a dress					
46.	Put on a dress correctly with verbal directions					
47.	Put on a dress correctly and independently					
48.	Fasten a dress which zips in front					
49.	Fasten a dress which buttons in front					
50.	Fasten a dress which zips in back					
51.	Fasten a dress which buttons in back					
52.	Fasten a side zipper					
53.	Fasten belt in front					
54.	Tie sash in back					

NAME N

I. **PERSONAL HYGIENE** cont.

I. Dressing cont.

Child Can:

	Name Staff Title Date July, 1965	Name H Title Teacher Date Nov, 1965	Name Title Date	Name Title Date	Name Title Date
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers	X				
62. Put on trousers					
63. Fasten trousers at waist		X			
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME N

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Rated by: Name Staff Title Date July, 1965	Name Staff Title Date Aug. 1965	Name Staff Title Date Aug. 1966	Name Title Date	Name Staff Title Date May, 1967
68. Knot tie correctly					
/69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes		X			
72. Put on sock if handed to him			X		
73. Pick up and put on sock					X
74. Turn sock so heel is in correct position					X
75. Put on socks correctly and independently					X
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction					
78. Put shoe on correct foot independently					X
79. Pull laces tight in shoe					
80. Cross laces to begin tie					
81. Tie simple knot					
82. Tie bow knot					

NAME N

II.

A. EATING AND TABLE SKILLS

Child Can:

Rated By:	Name Staff Title Date July, 1965	Name Staff Title Date Aug, 1965	Name Title Date	Name Staff Title Date April, 1966	Name Staff Title Date May, 1967
1. Find place at table				X	
2. Sit down at table with help	X				
3. Sit down at table without help		X			
4. Sit quietly for part of meal with supervision	X				
5. Sit quietly for all of meal with supervision	X				
6. Sit quietly for all of meal	X				
7. Can feed self somehow				X	
8. Eat food only with fingers					
9. Eat some foods with fingers					
10. Eat without undue persuasion					
11. Eat only soft foods	X				
12. Chew food partially					X
13. Chew food well					
14. Eat only a few foods	X				

NAME N

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date July 1965	Name Staff Title Date Aug. 1965	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Eat most foods					
16. Eat whatever is offered					
17. Use spoon with help		X			
18. Use spoon independently					X
19. Use fork					X
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help	X				
24. Drink from cup alone		X			
25. Drink from glass		X			
26. Leave napkin on	X				
27. Use napkin with help	X				
28. Use napkin when reminded	X				

NAME N

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date July, 1965	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder					
30. Fold napkin					
31. Eat without spilling on floor	X				
32. Eat without spilling on table	X				
33. Use bread or finger for "pusher"					
34. Request seconds					X
35. Ask for seconds quietly					
36. Wait quietly for service	X				
37. Raise hand for service					
38. Say please	X				
39. Say thank you	X				
40. Maintain good posture	X				
41. Wait patiently until excused	X				

NAME N

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date July, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					X
43. Refrain from improper noises	X				
44. Wash after eating with help	X				
45. Wash after eating with reminder					X
46. Wash after eating independently					
47. Use appropriate silverware					
48. Pass bowl of cookies					
49. Pass plate of dry food					
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME N

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Staff Title Date July 14, 1965	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home	X				
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason					
8. Can explain reason for crying	X				
9. Gives inappropriate reason for crying					
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children					
13. Daydreams to the point where routine activities are halted.	X				

NAME N

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child: Rated by:	Name Staff Title Date July 4, 1965	Name Title Date	Name Title Date	Name Title Date	Name Title Date
14. Giggles when nothing seems funny to observer					
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention					
18. Curses others to show anger					
19. Curses to express frustration					
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums					
24. Seeks protection from adults	X				
25. Seeks affection from adults	X				

NAME N

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Staff Title Date July, 1965	Name Staff Title Date Nov. 1965	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Expresses fear of father					
2. Expresses fear of mother					
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home	X				
7. Is eager to go home, but does not cry		X			
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					X

NAME N

III. **PSYCHOLOGICAL ADJUSTMENT** cont.

C. **SOCIAL ADJUSTMENT**

Child:

Rated by:	Name Staff Title Date July, 1965	Name Title Date	Name Staff Title Date Aug, 1966	Name Title Date	Name Staff Title Date May, 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child	X				
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns					
6. Takes playthings away from others					X
7. Takes food away from others					
8. Tries to play with others					X
9. Is rejected by others in informal play	X				
10. Is accepted by others in informal play					X
11. Remains near group but does not participate					
12. Avoids other children in informal play	X				
13. Can carry on a conversation			X		
14. Initiates conversation			X		

NAME N

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date July, 1965	Name Staff Title Date Aug. 1965	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Answers questions asked by another child					X
16. Answers questions asked by adults					X
17. Repeats words or phrases said by another	X				
18. Uses nonsense and made-up words					
19. Shows affection for some adults	X				
20. Shows affection for some other children					X
21. Asks about absent or ill child					X
22. Says he dislikes a certain child					X
23. Says he dislikes a certain adult					
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults		X			
26. Seeks acceptance from peers					X
27. Seeks protection from adults	X				
28. Seeks to play with child of either sex					X

NAME N

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date July, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1962
29. Seeks to play with child of same sex					
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way					
32. Is courteous to adults	X				
33. Is considerate of other children					
34. Enjoys "rough" play					X
35. Cooperates for reward					X
36. Cooperates for praise					X
37. Joins peers in common cause					
38. Shows strong self-assertion					
39. Is self-confident (less self-assertive)					
40. Tattles					X
41. Knows honesty, but is not always honest					

NAME N

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:	Name Staff Title Date July, 1964	Name Title Date	Name Staff Title Date Nov, 1965	Name Title Date	Name Staff Title Date May, 1967
Rated by:					
42. Shows self-control					X
43. Bites nails					
44. Has a short attention span	X				
45. Is noisy					X
46. Is developing a sense of humor					X
47. Understands the meaning of responsibility					
48. Respects the rights of others	X				
49. Respects the feelings of others	X				
50. Recognizes the abilities of others					X
51. Settles arguments quietly with help					
52. Settles arguments quietly without help					
53. Is responsible for equipment					
54. Understands and follows simple rules			X		

NAME N

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date July, 1965	Name Staff Title Date Nov. 1965	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions		X			
56. Can make suggestions					X
57. Is aware of time but ignores it					
58. Asks "Why"					X
59. Sees the fallibility of adults					X
60. Has limited reasoning ability					X
61. Lacks judgement					
62. Is concerned only with the immediate	X				
63. Can anticipate					X
64. Is indecisive					
65. Can make decisions					X
66. Can initiate a game or play with another child					X
67. Is punctual					

NAME N

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Shows sex antagonism					
69. Gives encouragement to others					X
70. Is beginning to select one or two intimate friends					
71. Seeks praise for things well done					X
72. Is self-conscious					
73. Knows right from wrong					X
74. Can finish task or project "in spite of" frustration					X

NAME N

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can: Rated by:	Name Staff Title Date July, 1965	Name R Title Teacher Date Nov. 1965	Name Title Date	Name Title Date	Name Title Date
1. Crawl in any fashion		X			
2. Crawl in homologous pattern		X			
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern		X			
8. Creep in cross pattern					
9. Stand with support	X				
10. Stand without support	X				
11. Stand up without help from sitting position		X			
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture		X			

NAME N

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date July, 1965	Name R Title Teacher Date Nov. 1965	Name Title Date	Name Staff Title Date Aug, 1966	Name Staff Title Date May, 1967
14. Walk following wall				X	
15. Walk alone inside building		X			
16. Walk alone on sidewalk				X	
17. Walk down step with help	X				
18. Walk down step without help				X	
19. Climb steps with help	X				
20. Climb steps (both feet on each step)	X				
21. Climb steps (one foot on each step)					X
22. Climb steps by wall without another person's help				X	
23. Climb flight of steps with a railing				X	
24. Climb a flight of steps without using railing					
25. Walk up ramp					X
26. Walk down ramp					X

NAME N

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
27. Climb up ladder					X
28. Climb down ladder					X
29. Walk forward on command					X
30. Walk backward on command					
31. Turn head from side to side					X
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					X
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME N

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					X
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					X
44. Jump (get both feet off floor)					X
45. Broad jump					
46. Hop on one foot					
47. Hop on either foot					
48. Hop (alternating feet)					
49. Gallop					
50. Skip					
51. Slide					
52. Run with help					X

NAME N

IV. PHYSICAL DEVELOPMENT:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
A. MOBILITY					
53. Run without help but touching another person					X
54. Run freely any pattern					X
55. Run freely cross pattern					
56. Run fast on command					
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					X
2. Do backward roll					
3. Do (number) sit-ups					X
4. Do (number) push-ups					X
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					X
8. Bounce a ball					X

NAME N

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
9. Kick a ball					X
10. Walk a balance(4") beam for 3 feet					
11. Walk a balance(4") beam for 6 feet					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing push-up					X
16. Do modified sit-up (hold feet down under bars)					X
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					

NAME N

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Staff Title Date July, 1965	Name Title Date	Name Staff Title Date Aug, 1966	Name Title Date	Name G Title Teacher Date May, 1967
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					
23. Play Simon Says					
24. Play What Time Is It, Mr. Fox?					
C. SWIMMING					
1. Play in splash pool (small)	X				
2. Sit in splash pool and play	X				
3. Play with water toys in splash pool	X				
4. Enter large pool with help			X		
5. Enter large pool without help					X
6. Sit on edge of large pool with feet in water					X

NAME N

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
7. Stand in corner of pool with adult					X
8. Stand in corner of pool without adult					
9. Wade around shallow end of pool without help					X
10. Be relaxed in pool					X
11. Flutter kick					X
12. Put face in water					
13. Submerge head in water					
14. Hold breath under water					
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME N

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					

CHILD O

DEVELOPMENTAL HISTORY

Child O, a girl, was a full term infant weighing six pounds fifteen ounces. The mother had had encephalitis presumably due to mumps, during the fifth month of pregnancy. O sat alone at about ten months, walked at thirty-two months, and talked at four years. Congenital glaucoma was diagnosed soon after birth. The mother states that she was overprotective because she had lost a child shortly before O's birth during surgery for the same eye condition. O was ill much of her first four years with tonsillitis and abscessed ears.

At age five O said by the social worker to be toilet trained and partially independent in its use. She could not feed herself and was a poor eater. Several psychological evaluations were made and psychotherapy was arranged for her mother. O was enrolled in a preschool program where her angry, protesting, self-attacking behavior disrupted the group. After a period at home she attended again for an hour a day and began to tolerate the experience. The following year she attended nursery school five mornings per week and made progress in all readiness areas but never failed to test the teacher with her behavior.

MEDICAL

O was diagnosed as a child with congenital glaucoma and a character behavior problem with no gross neurological deficit. EEG was abnormal.

Psychological examination at the University of Oregon Medical School could not be conducted according to the rigid directions of the test (Stanford-Binet Form L) because she cried and screamed if the teacher was not in the room. This same tantrum behavior had been reported in previous evaluations when her mother had been admitted to the room in order to get cooperation. On this non-standard test she was estimated to be functioning at around the six year level. (O was then twelve years old) and on a seven to eight year level on a combination of the Vineland and Maxfield-Buchholz Scales. At age five and one-half she had had an estimated SQ of 60.

PERSONAL HYGIENE

O was partially independent in self care habits. She needed to be reminded in washing and bathing at times and in care of the toothbrush. She needed help in caring for her hair and nails.

PHYSICAL DEVELOPMENT

O moved around quite well. She could obey simple commands and do modified exercises. She could walk a balance beam for eight feet. She had begun to learn some water skills.

EATING AND TABLE SKILLS

O had adequate table skills but was fussy about foods and wanted to be fed. She used meal times to try to get attention by noise and fussing. She showed some improvement during the period of the project. Home visit reports stated that she had good manners at home but was served favorite foods. O herself said her sisters fed her.

PSYCHOLOGICAL ADJUSTMENT

O made some improvement in relating to the school situation, the staff members, but very little to other children. Psychological reports before she came to the residential school had stated that she was very dependent upon her mother. At the beginning of the period she seemed wholly interested in herself and dit not express her feelings except by indirect ways. By the end of the program she often said "Will my mother be mad at me this week-end?" She displayed no homesickness when during the second year of the program her parents took a vacation in Europe. When her older brother was seriously wounded in Vietnam she asked, "Where was his guardian angel?" and discussed his disability rationally.

O related to objects more strongly than to people. She was very fond of small objects such as a perfume bottle, a little wooden doll, or a toy cooking utensil. She would work for the reward of a few drops of hand lotion for her hands. She had used forceful profanity appropriately at the beginning of the program and did occasionally at the end when it was warrented.

O yelled loudly and for long periods of time whenever she did not get her own way and when she was frightened. By the end of the program she could maintain self control, for a period of time when asked to do so, but she would let down with a long yelling spell afterward. As she overcame her fear, she enjoyed experiences more. During the first year on a visit to the zoo we were asked to remove her because she was scaring the animals. On a repeat visit two years later she petted the animals in the enclosure.

OBJECT RECOGNITION

O was so preoccupied with herself and her feelings that she did not explore objects except when involved in a teaching situation and so did not learn this as well as she would have had her attitude been different. If forced to look at objects she would learn quickly. Sometimes she worked for rewards, especially toward the end of the program when we had learned what to use as rewards.

CLASSROOM PERFORMANCE

O's first year was largely spent in overcoming some of her fear and insecurity in a new situation, and in testing staff members. She resisted many of the learning experiences, and following directions. The Montessori found that she could get her to count in French much more easily than in English. O showed great interest in words and especially enjoyed odd and unusual words, but she resisted learning to read.

O's performance varied greatly from day to day. Some days she would really work with materials but did not get beyond the pre-reading skills. She could make some size discriminations, identify forms, and work with some of the Montessori meterials. She learned some gymnastic skills.

RECOMMENDATION FOR PLACEMENT

There was some disagreement about recommendations for O. Some felt that she should remain in the residential school in a special class. Others felt she needed intensive psychological treatment. All agreed that she hadpotential for learning if her emotional problems could be overcome.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL

December 13, 1966

O was referred by the School for the Blind for an intellectual evaluation.

When the examiner entered the waiting room, O was sitting quietly on a chair next to Mrs. R holding a large doll. When the examiner was introduced to O, she extended her hand as if wanting to shake hands. However, she then seemed to withdraw when the examiner initiated a conversation about her doll. (Mrs. R. reported that it has only been in the last 6 months that she would play with a doll.) O went reluctantly with the examiner to his office. Shortly after she was seated and the examiner had asked her the name of her doll, she began to cry and scream and this continued for some 10 minutes.

Since this child would not cooperate with the examiner, Mrs. R was invited into the room and after a few minutes the child stopped crying. After patient urging O began responding to simple questions she could answer as, "How old are you?" and "What do you do when you are thirsty?" Throughout the remainder of the test session O would only sporadically respond to the examiner. Often she would interrupt with comments like "Why did the doll stop crying?" "I remembered to answer the questions, didn't I?", "What does the dolly want to say?" and "Why does the dolly have blonde hair?" As a result of talking with doll and having it encourage O, greater responsiveness in many instances was obtained.

Parts of the Stanford-Binet were administered to O and she was able to do items up to the 6 year level. Often the rigid directions of the test were not followed in order to get her to respond and not all items appropriate for the blind were administered. She responded most readily to the opposite analogy items which required a one word answer. She was able to define 5 words correctly in the vocabulary list. When asked "What does Mars mean?" she replied "Words." (She also gave this response to "scorch") and then commented that "words are hard to remember."

Because not all of the items were administered, many items were refused, and the formal directions were not always followed, the results of this test seem to be of only marginal validity at best. It is estimated the child's present level of functioning is around the 6 year level.

On a combination of the Vineland and Maxfield-Buchholz Scales of Social Maturity, O scored somewhere between the 7 and 8 year levels. Again this should be regarded as a rough estimate.

It is important to note that both intellectually and socially O is functioning at approximately the same level reported two years ago. Inquiry was made of Mrs. R and she reports that until last spring, O had partial vision and was able to distinquish colors. But there was a flare-up of glaucoma and most of the sight she had was lost. She seemed to react very strongly to this and some regression in behavior apparently occured.

When mention was made of the coming Christmas vacation and going home O asked: "Will my mother be angry with me like she was Saturday?" Mrs. R further reported that the mother is quite "disturbed" after receiving word that her son in Viet Nam had been wounded, and apparently had difficulty in dealing with O.

The extent the above factors have influenced O's behavior is not known, but it seems probable that much of O's poor performance in this structured and demanding situation stems from her great desire to have her own way. The report of her continued solitary play, her adherence to routine, her manipulation of people and her screaming at the beginning of the session are examples of her attempt to manipulate her environment to get her own way. Because of O's dependency on and need to have Mrs. R present during the examination, no independent evaluation of her behavior was possible.

Russell Jackson, M.A.	Frederick H. Kanfer, Ph.D.
Intern in Medical Psychology	Professor of Medical Psychology/bc

NAME O

I. PERSONAL HYGIENE

A. WASHING

Child Can:	Rated by: Name Staff Title Date Sept. 1961	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Hold hands under water in basin	X				
2. Rub hands together under water	X				
3. Reach for soap and rub it on hands	X				
4. Turn on water faucet	X				
5. Turn off water faucet	X				
6. Wash and rinse hands	X				
7. Rub hands on towel in any fashion	X				
8. Dry hands on towel	X				
9. Reach for towel	X				
10. Get towel and use	X				
11. Wash hands if reminded to do so	X				
12. Wash hands without reminder	X				
13. Wash and dry hands without reminder	X				

NAME O

I. PERSONAL HYGIENE cont.

A. WASHING

Child can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
14. Put towel (paper) in wastebasket	X				
15. Hang towel on rack after using	X				
16. Wash part of face with hands					
17. Wash part of face with washcloth handed him	X				
18. Wash whole face with washcloth handed him	X				
19. Dip washcloth in water and wash face					
20. Wring washcloth and wash					
21. Wash neck					
22. Wash ears and area just behind ears					
23. Wash arms	X				

NAME O

I. PERSONAL HYGIENE cont.

B. BATHING

Child Can:	Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
1. Sit in bathtub of water without fear		X				
2. Play in bathtub of water		X				
3. Play in bathrub of water with toys		X				
4. Cooperate in being washed while in tub		X				
5. Help use washcloth		X				
6. Help use soap and washcloth		X				
7. Wash self with verbal directions		X				
8. Wash self adequately without direction						
9. Wash with help in shower						X
10. Wash self independently in shower						
11. Help dry part of self		X				
12. Help dry whole of self						
13. Dry self independently						
14. Put soiled towel in designated place						
15. Clean tub after bathing						

NAME O

I. Personal Hygiene cont.

C. CARE OF TEETH

Child Can:	Rated by: Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Cooperate in having teeth brushed	X				
2. Help brush teeth	X				
3. Spit out toothpaste and water	X				
4. Brush teeth independently	X				
5. Put toothpaste on brush adequately					
6. Rinse teeth and mouth independently	X				
7. Wash toothbrush					
8. Put toothbrush in proper place					
9. Find own toothbrush					
10. Put cap on toothpaste tube					
11. Put toothpaste tube in designated place					
12. Care for teeth without verbal reminder					

NAME O

I. PERSONAL HYGIENE cont.

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
D. HAIR CARE					
Child Can:					
1. Brush hair	X				
2. Comb hair					
3. Part hair					
4. Cooperate in shampoo of hair	X				
5. Help shampoo hair					
6. Shampoo hair independently					
7. Set hair style					
E. CARE OF NOSE					
Child Can:					
1. Cooperate in wiping nose	X				
2. Help wipe nose	X				
3. Help blow nose	X				
4. Blow nose when handed tissue or handkerchief	X				
5. Put used tissue in wastebasket	X				

NAME O

I. PERSONAL HYGIENE cont.

E. Care of Nose cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
6. Put handkerchief in pocket					X
7. Get tissue from designated place	X				
8. Get, use, and put away used tissue or handkerchief					X
9. Perform #8 quietly and quickly					X

F. TOILETING

Child Can:					
1. Cooperate in sitting on toilet seat for 5 minutes	X				
2. Cooperate in using toilet for b.m.	X				
3. Cooperate in using toilet for urine (sitting)	X				
4. Cooperate in using toilet for urine (standing)					
5. Ask to use toilet	X				
6. Pull clothing down to use toilet	X				
7. Pull clothing up after use of toilet	X				
8. Unfasten snap on clothing	X				

NAME O

I. PERSONAL HYGIENE cont.

F. Toileting cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
9. Unbutton clothing	X				
10. Zipper clothing (jeans or slacks)	X				
11. Fasten front snap on jeans					
12. Fasten front button on jeans or slacks (girls)	X				
13. Fasten side zipper and button or snap	X				
14. Buckle belt					
15. Use toilet paper with help	X				
16. Use toilet paper when reminded	X				
17. Use toilet paper independently	X				
G. SANITARY EQUIPMENT					
1. Cooperate in wearing sanitary equipment					
2. Use toilet while wearing sanitary equipment without problem					
3. Change sanitary equipment with help					

NAME O

I. PERSONAL HYGIENE cont.

G. Sanitary Equipment cont.

Child Can:	Rated by: Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
4. Change sanitary equipment independently					
5. Wrap and place used pads in designated place					
6. Wash soiled clothing					
7. Care for self during menstrual period independently					
H. CARE OF FINGER AND TOE NAILS					
1. Clean fingernails with nail brush					
2. Clean toenails with nail brush					
3. Clean fingernails with file tip					
4. Clean toenails with file tip					
5. Use emery board on fingernails					
6. Use emery board on toenails					
7. Use nail clippers safely					

NAME O

I. PERSONAL HYGIENE cont.

I. DRESSING

Child Can:	Rated by: Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Date Title	Name Staff Title Date May, 1967
1. Take off underpants	X				
2. Take off jeans or slacks (if unfastened)	X				
3. Take off jeans or slacks independently	X				
4. Take off T shirt	X				
5. Take off shirt if unfastened	X				
6. Take off shirt	X				
7. Take off socks	X				
8. Take off shoes if untied or slip-on	X				
9. Untie and take off shoes	X				
10. Take off dress if unfastened	X				
11. Unfasten and take off dress (front buttons)					X
12. Unfasten and take off dress (back buttons)					
13. Unzipper and take off dress (front zipper)					X
14. Unzipper and take off dress (back zipper)					

NAME O

I. PERSONAL HYGIENE cont.

I. Dressing

Child Care

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Take off slip	X				
16. Take off sweater (slip over)	X				
17. Take off buttoned sweater or jacket					X
18. Unsipper and take off jacket or sweater	X				
19. Hang jacket or coat on hook anyway	X				
20. Hang jacket or coat on hook by hood	X				
21. Hang jacket or coat on hook by armhole	X				
22. Hang jacket or coat on hanger (with help)					
23. Hang jacket or coat on hanger independently					
24. Pull up shorts or panties if above the knee	X				
25. Pull up shorts or panties if above feet	X				
26. Put on undershorts or panties if handed garment	X				
27. Pick up and put on undershorts or panties from pile of clothing laid ready	X				

NAME O

I. **PERSONAL HYGIENE** cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
28. Identify back from front of undershorts or panties					X
29. Put on undershorts or panties correctly	X				
30. Cooperate in putting on undershirt	X				
31. Put on undershirt if handed garment	X				
32. Pick up and put on undershirt from pile of clothing laid ready	X				
33. Identify back from front of undershirt					X
34. Put on undershirt correctly with verbal direction	X				
35. Put on undershirt correctly and independently	X				
FOR GIRLS ONLY 36. Cooperate in putting on slip	X				
37. Put slip on if handed garment	X				
38. Pick up and put on slip from pile of clothing laid ready	X				
39. Identify back from front of slip					X

NAME O

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
40. Put on slip correctly with verbal direction	X				
41. Put on slip correctly and independently					
42. Cooperate in putting on a dress	X				
43. Put on a dress if handed garment	X				
44. Pick up and put on a dress from a pile of clothing laid ready	X				
45. Identify back from front of a dress					X
46. Put on a dress correctly with verbal directions	X				
47. Put on a dress correctly and independently					
48. Fasten a dress which zips in front					X
49. Fasten a dress which buttons in front					X
50. Fasten a dress which zips in back					
51. Fasten a dress which buttons in back					
52. Fasten a side zipper					
53. Fasten belt in front					
54. Tie sash in back					

NAME O

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Title Date
55. Choose clothing suitable for the occasion					
56. Put on and fasten foundation garment independently					
57. Put on and fasten long stockings correctly					
FOR BOYS ONLY					
58. Put on shirt correctly with verbal direction					
59. Button shirt correctly down the front					
60. Button cuffs of long-sleeved shirt					
61. Cooperate in putting on trousers					
62. Put on trousers					
63. Fasten trousers at waist					
64. Zip trousers					
65. Put belt through belt loops					
66. Fasten belt					
67. Put on tie					

NAME 0

I. PERSONAL HYGIENE cont.

I. Dressing cont.

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Knot tie correctly					
69. Match coat and trousers of a suit correctly					
FOR BOTH SEXES					
70. Cooperate in putting on socks	X				
71. Pull up sock that has been put over toes	X				
72. Put on sock if handed to him	X				
73. Pick up and put on sock	X				
74. Turn sock so heel is in correct position					X
75. Put on socks correctly and independently					X
76. Cooperate in putting on shoes	X				
77. Put on shoes with verbal direction	X				
78. Put shoe on correct foot independently	X				
79. Pull laces tight in shoe					X
80. Cross laces to begin tie					
81. Tie simple knot					
82. Tie bow knot					

NAME O

II.

A. EATING AND TABLE SKILLS

Child Can:	Rated By: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Find place at table	X				
2. Sit down at table with help	X				
3. Sit down at table without help	X				
4. Sit quietly for part of meal with supervision					X
5. Sit quietly for all of meal with supervision					
6. Sit quietly for all of meal					
7. Can feed self somehow	X				
8. Eat food only with fingers					
9. Eat some foods with fingers	X				
10. Eat without undue persuasion					
11. Eat only soft foods					
12. Chew food partially	X				
13. Chew food well					
14. Eat only a few foods	X				

NAME O

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
15. Eat most foods					
16. Eat whatever is offered					
17. Use spoon with help					
18. Use spoon independently					X
19. Use fork					
20. Use knife for spreading					
21. Use knife for cutting					
22. Use fork edge for cutting					
23. Drink from cup with help					
24. Drink from cup alone	X				
25. Drink from glass	X				
26. Leave napkin on	X				
27. Use napkin with help					
28. Use napkin when reminded	X				

NAME O

II.

A. EATING AND TABLE SKILLS cont.

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Use napkin without reminder	X				
30. Fold napkin					
31. Eat without spilling on floor	X				
32. Eat without spilling on table	X				
33. Use bread or finger for "pusher"					
34. Request seconds					
35. Ask for seconds quietly					
36. Wait quietly for service					
37. Raise hand for service					
38. Say please					X
39. Say thank you					X
40. Maintain good posture	X				
41. Wait patiently until excused					X

NAME O

II.

A. EATING AND TABLE SKILLS cont.

Child Can:	Rated by: Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Use appropriate table conversation					
43. Refrain from improper noises					X
44. Wash after eating with help	X				
45. Wash after eating with reminder					X
46. Wash after eating independently					X
47. Use appropriate silverware					
48. Pass bowl of cookies					
49. Pass plate of dry food					
50. Serve self and pass bowl of fruit					
51. Pour milk on cereal					
52. Pour syrup on hot cakes, etc.					
53. Serve self and pass dish of juicy food					
54. Serve self and pass platter of meat					

NAME O

III. PSYCHOLOGICAL ADJUSTMENT

A. SELF ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Title Date
1. Seems depressed during group activities					
2. Seems depressed when left to own devices					
3. Seems depressed in evening					
4. Seems depressed on returning to school from home					
5. Seems depressed when going to school from residence					
6. Seems depressed when going from residence to school					
7. Cries with no observable reason	X				
8. Can explain reason for crying					
9. Gives inappropriate reason for crying	X				
10. Appears to feel unwanted by family					
11. Appears to feel unwanted by adults at school					
12. Appears to feel unwanted by other children	X				
13. Daydreams to the point where routine activities are halted.	X				

NAME O

III. PSYCHOLOGICAL ADJUSTMENT cont.

A. Self-Adjustment cont.

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
14. Giggles when nothing seems funny to observer					X
15. Does not explain what is funny when he giggles					
16. Giggles when obviously hurt					
17. Uses foul words to get attention	X				
18. Curses others to show anger	X				
19. Curses to express frustration	X				
20. Purposely injures self by biting parts of body					
21. Purposely injures self by tearing clothes					
22. Purposely injures self by banging head hard					
23. Throws tantrums	X				
24. Seeks protection from adults					X
25. Seeks affection from adults (a little)					X

NAME O

III. PSYCHOLOGICAL ADJUSTMENT cont.

B. HOME ADJUSTMENT

Child:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Expresses fear of father					
2. Expresses fear of mother					X
3. Expresses fear of other family member					
4. Expresses fear of punishment at home					X
5. Expresses fear that parents will punish for mis-behavior at school					
6. Is homesick and cries to go home					
7. Is eager to go home, but does not cry					
8. Displays little emotion about visits home					
9. Is well adjusted to school-home changes					

NAME O

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
1. Approaches other children with hostile intent					
2. Rejects friendly approach of other child	X				
3. Tries to hurt younger children					
4. Is cruel to animals					
5. Objects to taking turns	X				
6. Takes playthings away from others					
7. Takes food away from others					
8. Tries to play with others					
9. Is rejected by others in informal play	X				
10. Is accepted by others in informal play					X
11. Remains near group but does not participate					X
12. Avoids other children in informal play	X				
13. Can carry on a conversation	X				
14. Initiates conversation	X				

NAME O

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Rated by:	Name Staff Title Date Sept 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May 1967
15. Answers questions asked by another child					
16. Answers questions asked by adults					X
17. Repeats words or phrases said by another	X				
18. Uses nonsense and made-up words	X				
19. Shows affection for some adults					X
20. Shows affection for some other children					
21. Asks about absent or ill child					X
22. Says he dislikes a certain child	X				
23. Says he dislikes a certain adult	X				
24. Denies having done something for which he expects punishment					
25. Is eager for recognition from adults					
26. Seeks acceptance from peers					
27. Seeks protection from adults					X
28. Seeks to play with child of either sex					

NAME O

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
29. Seeks to play with child of same sex					
30. Seeks to play with child of opposite sex					
31. Argues when he does not get his own way	X				
32. Is courteous to adults					
33. Is considerate of other children					
34. Enjoys "rough" play					
35. Cooperates for reward					X
36. Cooperates for praise					X
37. Joins peers in common cause					
38. Shows strong self-assertion	X				
39. Is self-confident (less self-assertive)					
40. Tattles					
41. Knows honesty, but is not always honest					

NAME O

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child: Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
42. Shows self-control					
43. Bites nails					
44. Has a short attention span					
45. Is noisy	X				
46. Is developing a sense of humor					X
47. Understands the meaning of responsibility					
48. Respects the rights of others					
49. Respects the feelings of others					
50. Recognizes the abilities of others					X
51. Settles arguments quietly with help					
52. Settles arguments quietly without help					
53. Is responsible for equipment					
54. Understands and follows simple rules					X

NAME O

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
55. Understands and follows simple directions	X				
56. Can make suggestions					X
57. Is aware of time but ignores it					X
58. Asks "Why"	X				
59. Sees the fallibility of adults	X				
60. Has limited reasoning ability					
61. Lacks judgement					
62. Is concerned only with the immediate	X				
63. Can anticipate					X
64. Is indecisive					
65. Can make decisions					
66. Can initiate a game or play with another child					
67. Is punctual					

NAME O

III. PSYCHOLOGICAL ADJUSTMENT cont.

C. SOCIAL ADJUSTMENT cont.

Child:

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name Staff Title Date May, 1967
68. Shows sex antagonism					
69. Gives encouragement to others					
70. Is beginning to select one or two intimate friends					
71. Seeks praise for things well done					X
72. Is self-conscious					
73. Knows right from wrong	X				
74. Can finish task or project "in spite of" frustration					

NAME O

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name R Title Teacher Date Aug. 1965	Name Title Date	Name Title Date	Name Title Date
1. Crawl in any fashion		X			
2. Crawl in homologous pattern		X			
3. Crawl in homolateral pattern					
4. Crawl in cross pattern					
5. Creep in any fashion					
6. Creep in homologous pattern					
7. Creep in homolateral pattern					
8. Creep in cross pattern		X			
9. Stand with support					
10. Stand without support	X				
11. Stand up without help from sitting position	X				
12. Walk holding hand (another person's)	X				
13. Walk holding to furniture	X				

NAME O

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
14. Walk following wall					X
15. Walk alone inside building	X				
16. Walk alone on sidewalk	X				
17. Walk down step with help	X				
18. Walk down step without help	X				
19. Climb steps with help	X				
20. Climb steps (both feet on each step)					
21. Climb steps (one foot on each step)	X				
22. Climb steps by wall without another person's help	X				
23. Climb flight of steps with a railing	X				
24. Climb a flight of steps without using railing	X				
25. Walk up ramp	X				
26. Walk down ramp	X				

NAME O

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can:

Rated by:	Name Staff Title Date Sept. 1964	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
27. Climb up ladder	X				
28. Climb down ladder	X				
29. Walk forward on command					X
30. Walk backward on command					X
31. Turn head from side to side					X
32. Turn head to right side on command					X
33. Turn head to left side on command					X
34. Nod head forward on command					X
35. Nod head backward on command					X
36. Move arm(s) to right					X
37. Move arm(s) to left					X
38. Move arm(s) up					X
39. Move arm(s) down					X

NAME O

IV. PHYSICAL DEVELOPMENT

A. MOBILITY

Child Can: Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
40. Clap hands (on command)					X
41. Clap hands to rhythm					X
42. Stamp foot (on command)					X
43. Stamp foot to rhythm					X
44. Jump (get both feet off floor)					X
45. Broad jump					
46. Hop on one foot					X
47. Hop on either foot					X
48. Hop (alternating feet)					
49. Gallop					
50. Skip					
51. Slide					
52. Run with help					X

NAME O

IV. PHYSICAL DEVELOPMENT:

A. MOBILITY

Rated by:	Name Staff Title Date Sept, 1964	Name Title Date	Name Title Date	Name Title Date	Name O Title Teacher Date May, 1962
53. Run without help but touching another person	X				
54. Run freely any pattern	X				
55. Run freely cross pattern					
56. Run fast on command					
57. Walk slowly on command					X
B. PHYSICAL SKILLS					
1. Do 1 or more forward rolls					X
2. Do backward roll					
3. Do (number) sit-ups					X
4. Do (number) push-ups					X
5. Do (number) pull-ups					
6. Climb rope					
7. Throw a ball					X
8. Bounce a ball					X

NAME O

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
9. Kick a ball					X
10. Walk a balance(4") beam for 3 feet					X
11. Walk a balance(4") beam for 6 feet					X
12. Walk a balance(4") beam for 8 feet					X
(Stall bars)					
13. Rise up on toes					X
14. Squat					X
15. Do standing push-up					X
16. Do modified sit-up (hold feet down under bars)					X
17. Climb					X
(Horizontal Bars)					
18. Boy's pull-up					
19. Girl's pull-up					X

NAME O

IV. PHYSICAL DEVELOPMENT:

B. Physical Skills

Child Can:

Rated by:	Name Staff Title Date Sept, 1964	Name Staff Title Date Aug, 1965	Name Title Date	Name Title Date	Name G Title Teacher Date May, 1967
20. Stunt: Skin-the-cat					
21. Stunt					
(Games)					
22. Play London Bridge					X
23. Play Simon Says					X
24. Play What Time Is It, Mr. Fox?					X
C. SWIMMING					
1. Play in splash pool (small)	X				
2. Sit in splash pool and play	X				
3. Play with water toys in splash pool	X				
4. Enter large pool with help		X			
5. Enter large pool without help					X
6. Sit on edge of large pool with feet in water					X

NAME O

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	Name G Title Teacher Date May 1967
7. Stand in corner of pool with adult					X
8. Stand in corner of pool without adult					X
9. Wade around shallow end of pool without help					X
10. Be relaxed in pool					X
11. Flutter kick					X
12. Put face in water					
13. Submerge head in water					
14. Hold breath under water					
15. Expel breath under water					
16. Turn head to breath in rhythmic pattern					
17. Float in prone position					
18. Float in prone position and regain standing position					
19. Glide in prone position using flutter kick					

NAME O

IV. PHYSICAL DEVELOPMENT:

C. SWIMMING

Child Can:

Rated by:	Name Title Date	Name Title Date	Name Title Date	Name Title Date	
20. Dog paddle					
21. Back float					
22. Float on back and regain standing position					
23. Combine arm and leg stroke in prone position					
24. Combine arm and leg stroke, and rhythmic breathing					
25. Change direction while swimming					
26. Turn over without touching bottom					
27. Jump into shallow end of pool					
28. Jump into deep end, level off and swim					
29. Standing dive					